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THE INTERRELATIONSHIP BETWEEN THE GOALS AND
THE OBJECTIVES OF A SCHOOL SYSTEM AND
HISPANIC PARENTS' EXPECTATIONS WITHIN
A SMALL, URBAN INDUSTRIAL CITY IN
WESTERN MASSACHUSETTS

A Dissertation Presented

by

JOSE H. IRIZARRY

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

February, 1992

School of Education

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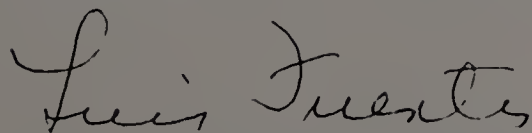
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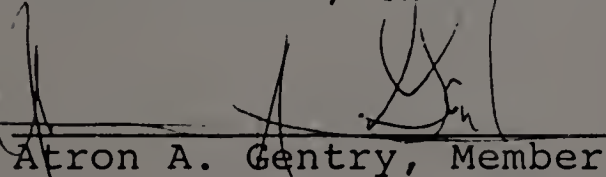
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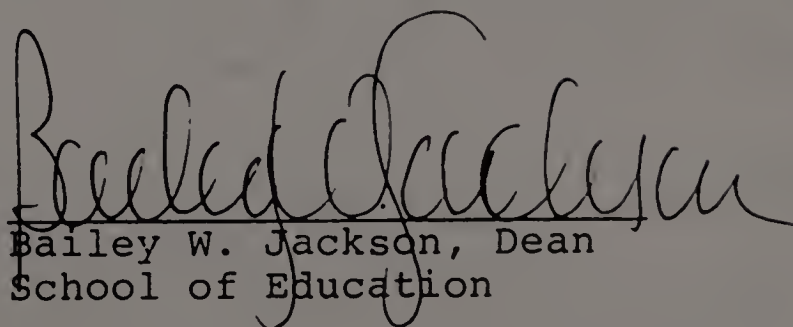
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To

The Memory of
My Father

Jose Hector Irizarry Moreno

Whose Exemplary Life Is a Model
for Me and My Family

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WESTERN MASSACHUSETTS

FEBRUARY, 1992

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This dissertation evolved from a need to investigate whether the goals and objectives of the school system are the same as the expectations of the client Hispanic parents, especially in a school system where over 60 percent of the student population is Hispanic.

The purpose of this study is to examine the interrelationship between the goals and objectives of the school system and Hispanic parents' expectations within a small, urban industrial city in Western Massachusetts.

In order to implement this study, a questionnaire was devised and administered to randomly selected Hispanic parents. The questionnaire explored the attitude of Hispanic parents through responses to the following:

- (1) The following statements are my expectations for my son and/or daughter (18 items listed).

- (2) Yes, I know about or have heard of the following ideas and programs described in the goals and objectives of the school system where I live (21 items listed).
- (3) Yes, the following ideas and programs described in the goals and objectives of the school system satisfy my expectations as a parent for my son's and/or daughter's education (21 items listed).

A Likert rating scale was used to measure parental expectations and the goals and objectives of the school system. The researcher utilized both qualitative and quantitative methodologies.

The following research questions guided this study:

- (1) What are the goals and objectives of the school system?
- (2) What are the characteristics of the parents whose children attend these schools?
- (3) What do the parents do to enforce achieving these goals?
- (4) What is the interrelationship between parent expectations and the school system with regard to the achievement of these goals?

The researcher's major findings are that:

- (1) Hispanic parents should have the opportunity to participate in the decision-making process

in developing the goals and objectives of the school system. Parental expectations can be addressed and taken into account as a result.

(2) When families and communities have strong connections with schools, everyone benefits-- children, families, teachers, schools, communities, and our democratic society.

(3) Reliance on the delegation model in public education has created a fundamental gap between families and schools.

There are other conclusions presented in this study concerning parental expectations and the goals and objectives of the school system.

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C H A P T E R I

INTRODUCTION

The city in which this research study was conducted is located in the western part of Massachusetts in the Connecticut River Valley.

From 1890 to 1950, the city was a medium-sized mill town with numerous jobs in the textile and paper industries. Beginning in the early 1950s, industry and employment entered a period of extended decline common to many old New England mill towns. Unemployment in the area bottomed out in the late 1970s, and the last few years have seen a period of modest economic improvement sparked by the opening of several light manufacturing and electronic industries.

The city has drawn successions of various immigrant populations throughout its history: first the Irish; then the French Canadians; and later the Polish, Greek, Italians, Jewish, and others. A new immigration commenced in the mid-1960s drawn in part by the availability of inexpensive housing and hope of employment. This population was Hispanic, primarily Puerto Rican. In 1965, Hispanics constituted less than 5 percent of the school population; by 1988, that figure had grown to 51 percent. Two years later, it reached 60 percent, an increase of almost 20 percent.

According to the 1980 Census, the population of the city was 44,678, 54.3 percent of which was female. The

median age of the population in this small, urban industrial city was 32.6.

The race composition was as follows: White, 37,289 (83.5 percent); Black, 1,045 (2.3 percent); Hispanic, 6,165 (13.8 percent); Asian, 123 (.2 percent); and American Indian/Eskimo, 56 (.1 percent). The study occurred during the academic year 1989-1990. According to the Mauricio Gaston Institute at the University of Massachusetts, Boston Campus, the data shows that there are 287,549 Hispanics living in the State as compared to 274,464 non-Hispanic Blacks and 174,120 non-Hispanic persons of other races. In addition, there are 5,280,292 non-Hispanic Whites. The largest concentration of Hispanics in Massachusetts in 1990 are located in the cities of Boston, Lawrence, Lowell, Springfield, and Worcester. Table 1 shows the population of these five cities.

Moreover, between 1980 and 1990, there was considerable growth of the Hispanic population in percentage of the total population in some of the major cities of the Commonwealth of Massachusetts. Table 2 shows the population increase of these cities during this time period.

Also, the 1990 Census found that Hispanics are the largest minority group in Western Massachusetts. The total population in the four western counties is 812,322, according to the 1990 Census. This means there were 21,064 more people living in the four-county area in 1990 than in 1980,

Table 1

Population of Massachusetts Cities in 1990 with
Largest Concentration of Hispanics

City	Non-Hispanic Whites	Non-Hispanic Blacks	Hispanic Origin	Non-Hispanic Other Races
Boston	338,734	136,887	61,955	36,707
Lawrence	38,401	1,195	29,237	1,374
Springfield	99,869	28,484	26,528	2,102
Worcester	141,416	6,746	16,258	5,339
Lowell	79,165	2,093	10,499	11,682

Table 2
Population Increase (Between 1980-1990)
of Five Major Cities in Massachusetts

City	1980	1990
Lawrence	16.3%	41.6%
Chelsea	14.0%	31.4%
Holyoke	13.8%	31.0%
Springfield	9.1%	16.9%
Boston	6.4%	10.8%

a 2.7 percent increase. The combined Hispanic and Black population in Western Massachusetts grew by 58 percent in the past decade to nearly 92,000; but it remains clustered in Springfield and Holyoke with little movement into the suburbs. Like Blacks, Hispanics live mostly in urban centers. Of the region's 51,921 Hispanics, 95.5 percent live in Springfield, Chicopee, Holyoke, and Westfield.

Hispanics living in Holyoke represent nearly one-third of the city's total population of 43,704. The city is home to 13,573 Hispanics.

Purpose of the Study

The intent of this study was to examine the interrelationship between the goals and objectives of a school system and Hispanic parents' expectations in a Western Massachusetts city. In order to implement this study, a questionnaire was devised and administered to Hispanic parents randomly selected from four levels: (1) Primary: two schools were selected (K-2); (2) Intermediate: one school was selected (3-5); (3) Middle: two schools were selected (6-8); and (4) Secondary: two schools were selected, a high school and a vocational and technical school (9-12). The student population of the school system is 7,551; 4,504 of this population is Hispanic. The figures used in this study are from the October, 1989,

Census Report (see Appendix A and Appendix B). The goals and objectives of the school district will form the basis for review and comparison to measure compatibility (see Appendix C for the "Goals and Objectives" of the school system for the 1989-1990 academic year).

Parental involvement in the preparation of a school or school district's goals and objectives is essential. According to Davies (1989), parent and citizen participation in the schools contributes to advancing the prospects of a more democratic and equitable society. For example, increased opportunities for participation in school decision-making builds the skills that lead to individual and collective empowerment, important ingredients for effective citizen action in all areas of civic life.

Definition of Terms

For the purpose of this study, the following definitions will be made:

Parent Involvement: The definition of "parent involvement" in the public schools has varied over the years. Definitions range from responsibility of parents for a "bake sale" and the performance of those duties determined appropriate by the principals and the teachers to a demand for parents and the community having sole responsibility for decisions, especially those related to personnel, curriculum,

and budgets. Parental participation in education can be described by the following five-part topology:

- Decision making
- Parent(s) as educator(s)
- Advocacy
- School support
- Parent education and support

For the purpose of this study, the term "decision making" will be defined as sharing the process of making decisions about education. Two examples of decision making are (1) parent involvement in the federally-mandated individual education plan process for special education eligible children and (2) parent and citizen participation on school improvement councils.

"Parent(s) as educator(s)" refers to those activities, individual and collective, in school or home, that contribute to efforts to help students learn. Such activities include coordinated home/tutoring programs, homework projects, and parent volunteers assisting teachers in the classroom or preparing instructional materials.

"Advocacy" can be of two types--either individual case advocacy or class advocacy. Advocacy involves situations where there are conflicting values and interests. Examples of advocacy include: case advocacy by organizations, such as the Massachusetts Advocacy Center or the New York Advocates for Children, in which the individual grievances

of parents are handled through administrative and legal channels; and class advocacy, in which parents representing special interests, such as the parents of handicapped children or immigrant children, organize to advance their cause by influencing public opinion, or in the courts.

The best example of "school support" is the Parent-Teacher Association (PTA) and other parent-teacher organizations. PTAs typically work to support schools by raising money for local school activities, providing information and parent education, advocating increased funding, and building awareness on issues that affect children, such as drug and alcohol abuse and child abuse.

"Parent education and support" programs include efforts to help parents deal with the stress of parenting adolescents; parent support groups; and General Equivalency Diploma (GED) or other education offerings (Jackson, Davies, Cooper, & Page, 1988).

Goals and Objectives: It is impossible to establish the purposes and goals of education in absolute terms because they cannot be defined independently of the culture and institutions of the society of which they are a function. Education exhibits both the substance and structure of the culture and is basic to both the stability and movement of social institutions. While the process is usually informal and somewhat loose, the establishment of educational goals is, in principle, the difficult task of

relating the facts of life to established and ideal values. Statements of intent appear in different forms; and words such as goals, objectives, aims, ends, outcomes, and purposes are often used interchangeably (Brandt & Tyler, 1983). Another source defines goal and objective as the following: Goal--a non-quantified, of a specific intended accomplishment or result; a commitment to attempt performance or behavior; the criteria or standards of quality and/or quantity, and the conditions under which successful performance will be demonstrated. Objectives should be attainable within a specified time frame and measurable or observable (Shafritz, Koeppe, & Soper, 1988).

Expectancy Level: "Expectancy level" is the degree of accomplishment, attainment, and/or behavior that is anticipated of an individual or a group by another individual or group. It is a term educators use frequently to set anticipated performance goals based on students' test scores. Generally, the expectancies are set in relationship to others. For example, one student might feel that another student is more able; therefore, the first student will wait until the "more able" student reacts before taking action. Expectancy levels may be set through interactions with individuals; power-prestige relationships; stereotyping; fear; known skills, abilities, or prior performance; age; and maturation. Such levels must be set realistically.

Statement of the Problem

According to one school official, 60 percent of over 7,000 students in the school system come from a home where a language other than English is the first language. Of the 7,000 students, 47.8 percent come from a home that receives Aid for Families with Dependent Children (AFDC) assistance. Children of poverty are less likely to have received adequate nutrition, timely quality medical care, parental support for their learning, quality child care, and preschool experiences. Many are "high risk" and usually in need of special or remedial educational services, subject to retention, coming from single parent families, likely to be a pregnant teen, substance abuser, depressed, homeless, a dropout, showing low basic skill performance, and have low curriculum assessment test scores.

As a school system with a large Hispanic student body, some parents have suggested that the future of the Hispanic student is not a prosperous one. The situation in this city resembles the conditions of the Hispanic students in Boston. "The school system steers Hispanics down a path to failure. The system has become a pipeline to failure, unable to meet their educational needs, insensitive to their culture, and unwilling to transform itself to address their appalling performance. Hispanics entering kindergarten have a greater chance of dropping out of high school than of

graduating. They are kept back in the same grade at rates higher than those for any other ethnic group" (Ribadeneira & Hernandez, 1990).

With a significant increase in the number of Hispanic students in the school system, consideration should be taken of the Hispanic population's expectations in the implementation of the schools' goals and objectives.

Parental involvement in the preparation of these goals and objectives is essential.

This study is limited to the Hispanic population of parents with children in the public school system. In order to get a significant sample from parents, four levels were tested via a bilingual questionnaire (English/Spanish): Elementary (K-2); Intermediate (3-5); Middle (6-8); and Secondary (9-12).

The following questions guided this study:

- (1) What are the goals and objectives of the school system?
- (2) What are the characteristics of the parents whose children attend these schools?
- (3) What do the parents do to enforce achieving these goals?
- (4) What is the interrelationship between parent expectations and the school system with regard to the achievement of these goals?

This study examined the interrelationship between the goals and objectives of the school system and Hispanic parents' expectations; parent education; advocating increased funding; and building public awareness on issues that affect children, such as drug and alcohol abuse and child abuse.

Organization of the Dissertation

This dissertation is organized into five chapters. Chapter I consists of an introduction with general information about the ethnic composition of the city where the study took place, purpose of the study, definition of terms, and an overview of the statement of the problem.

Chapter II contains a review of the literature on the effects of parental involvement in the public schools with respect to developing the school system's goals and objectives, and some related research pertinent to the problem under study.

Chapter III contains a detailed description of the design of the study and the methodologies and techniques used to collect and analyze the data. A review of pertinent literature concerned with the qualitative and quantitative methodologies and analysis techniques used in the research study is also included.

Chapter IV presents the data collected, the findings of the study, and an analysis of each research question.

Chapter V includes conclusions and recommendations based on the results of the study.

C H A P T E R I I

REVIEW OF THE LITERATURE

Introduction

This review of the literature is organized into three sections. The first section includes an overview of selected attempts to clarify how family involvement in education can contribute to the goals and objectives of a school system. Parents of limited English proficiency can assist teachers in developing oral teaching in their children before entering a pre-reading phase, under the teacher counseling.

The second section concentrates on the titanic work public schools have to service all young people--the gifted, the average, and the less academically talented--and changes in society requiring the public schools to understand the shifts and make appropriate adaptations.

The third section focuses on Hispanic Americans. The purpose of this section is to present an overview of major topics affecting Hispanic Americans, such as family composition, family income, education, and others.

Parental School Involvement

Family and School Relations

Over the past two decades, scores of studies by competent researchers, such as Davies (1989), Epstein (1982), Seeley (1986), Fantini (1980), Nieto (1987), Comer (1986), and others in this country and abroad, have confirmed that when families and communities have strong connections with schools, everyone benefits--children, families, teachers, schools, communities, and our democratic society.

In Epstein's study (1986), a survey of teachers, parents, and school administrators concerning the types of parent involvement in the schools and classrooms revealed five major forms of parent participation: (1) Providing for their children's basic child-rearing needs and school-related requirements for supplies and space to work; (2) school-home communication; (3) involvement at school, primarily by assisting with teaching, supervision, administrative tasks, parent organization, fund-raising, community relations, and political awareness; (4) involvement in home learning activities; and (5) involvement in governance and advocacy activities. Epstein stated that each of the categories mentioned above represent a number of types of involvement, and for each type the special needs of limited English proficient (LEP) parents and their children must be considered. It is the responsibility of the parents to

participate, and it is the responsibility of the schools to make the appropriate connections with LEP parents. The schools' efforts should be designed to help parents understand the schools' practices and the children's opportunities and to help the school understand the families cultures, strengths, and goals.

Another researcher-author, Seeley (1985), proposed a partnership model in which education is the share responsibility of families, of students themselves, and of other elements of the community. Although schools and school systems would retain all roles and functions, these would be redefined to give priority to the interactions and motivations essential to teaching and learning.

Family involvement in education can contribute to the personal development and empowerment of the adults involved; lead to an increased appreciation of their important roles, strengthen social networks, improve access to information and materials, promote a better sense of personal efficiency, and heighten the motivation to continue their own education (Davies, 1989).

In addition, teachers' work can become more manageable; parents who are involved have more positive views of the teacher and the school; and parents and others who participate are likely to be more supportive of the schools (Davies, 1989).

According to Davies (1989), increased linkages between school and community have been shown to have multiple positive results: increased access to school resources and facilities; cost-saving and improved services through collaboration; increased capacity to solve community problems; and real community pride.

Parent and citizen participation in the schools can also contribute to advancing the prospects of a more democratic and equitable society (Davies, 1989). For example, increased opportunities for participation in school decision-making builds the skills that lead to individual and collective empowerment--important ingredients for effective citizen action in all areas of civic life (Davies, 1989).

In the above-mentioned interview study conducted by Davies and associates in Boston, Liverpool, and Portugal, nearly all of the low-income parents interviewed have little or no connection with their children's school, except occasional negative messages when a child is in trouble.

However, there appears to be an increased awareness on the part of educators and policymakers in this country and in Western Europe that improved connections are needed if we are going to be able to reduce the high levels of academic and social failure among poor children in urban schools today (Davies, 1989).

More educators and political and corporate leaders are acknowledging that these high rates of failure amount to a

major national crisis--a social, economic, and political peril of great importance.

There is a great danger in continuing to have a two-tiered society: one tier affluent, generally well-educated, and optimistic; the other tier poor, increasingly isolated, badly educated, and despairing. The schools cannot solve these problems alone; neither can low-income families. Schools and families need each other and need other community resources and support (Davies, 1989).

Limited English Proficient Parents

A study conducted by Epstein (1982), focusing on limited English proficient (LEP) parents and their children's education, suggests three requirements from school districts: (1) awareness of English proficiency among parents of students; (2) commitment to solving problems of involving all parents, including developing comprehensive parent involvement programs of all types; and (3) action to extend opportunities for all or most parents to become involved in one or more types of parent involvement, especially in ways that will assist the daily success of their own children in school.

These requests to school districts are based on both logical and legal connections between parent involvement and student success. The logical connections refer to results of research on bilingual education and parent

involvement. Epstein (1982) suggests, for example, that students do better in reading English if the teaching of reading is preceded by oral training. Parents could be of great assistance to teachers in this pre-reading phase, as well as in later reading activities, if teachers provide information in the parent's language of proficiency about how they can help their children. Parents could provide needed emotional support during difficult learning periods if teachers were able to communicate to them specific ways in which to boost student self-esteem and maintain student motivation--two natural skills of most parents if they have the information they need from the schools.

The legal connections refer to needed extensions and reinterpretations of the historic Lau vs. Nichols decision to go beyond concerns for children to give attention to parents and to the connections between families and schools. The author proposed to change the words of the Lau decision to reflect the results of research on parent involvement to state: "Where the inability of parents of school children to speak and understand the English language excludes the children from effective participation in the education program, the school district must take affirmative steps to open its instructional program to these parents and their children" (Epstein, 1986).

Teacher Attitudes and Parental Involvement

In dealing with teacher attitudes and practices of parent involvement at eight inner-city elementary and middle schools, Epstein and Dauber (1989) used data from 171 teachers in eight inner-city elementary and middle schools to examine general patterns and connections between teacher attitudes about parent involvement, school programs, and the actual practices that teachers use. These patterns are examined at different academic levels (elementary and middle), in different academic subjects under different classroom organizations (self-contained, semi-departmentalized, departmentalized), and under different levels for support of parent involvement.

The conclusions point to the critical need for teacher and administrator training in the uses of productive practices of parent involvement. At the school level, a comprehensive program for involving parents helps to create a positive school climate that ultimately affects all teachers' practices to involve the parents of their students in the educational program each year. At the classroom level, teachers' practices can help parents understand how to help their own children at home; how to monitor student work, ideas, and progress in different subjects; and how to discuss schoolwork at home.

To study the effects over time of teacher practices concerning parent involvement on student achievement test

scores, longitudinal data from 293 students in grades 3 and 5 from Baltimore, Maryland, who took the California Achievement Test in the Fall and Spring of the 1980-1981 school year were analyzed. The students were in the classrooms of 14 teachers who ranged in their emphasis from concerned leaders to infrequent users to non-users of parent involvement in learning activities at home. Results show that from Fall to Spring, students whose teachers were leaders in the use of parent involvement made greater gains in reading achievement than did other students. However, there were no effects on mathematics achievement for students whose teachers involved parents. These results are the first to link particular teaching practices concerning parent involvement to the actual responses of the parents and the change in achievement of their children (Epstein, 1984).

Home-School-Community Partnership

According to Seeley (1989), something in the basic structure of American public education is keeping parent involvement from achieving its full potential. Seeley called this basic structure factor the "delegation model." Reliance on the delegation model in public education has created a fundamental gap between families and schools.

The Accelerated School Project, developed by Professor Henry Levin of Stanford University, has helped

two poverty-afflicted, minority-populated elementary schools in the San Francisco Bay Area enlist parents and mobilize community agencies to achieve shared improvement goals.

In order to incorporate home-school-community partnerships into the agenda for educational reform, Seeley (1984) discusses two different strategies. One is called "gradual," which consists of seven steps:

- School volunteers
- Peer tutoring
- Cooperative learning
- Business partnerships
- Parent-teacher conferences
- Home visits
- Alternative schools

The secondary strategy is called "bolder," and the author added the following six steps to accomplish it:

- Focus on the learning gap
- Suggest a community-wide effort to close the gap
- Talk up partnerships
- Ask for money for partnership
- Don't blame people
- Legitimate score tactics

Seeley (1984) concluded that factors should be established in order to escalate the cause of home-school-community partnerships to a new level of importance, such as:

- Not just the desirability of partnership, but its centrality to school reform;
- Not just parent participation, but community, business, teacher, and student partnership;
- Not just participation and involvement, but partnership and collaboration to achieve shared goals;
- Not just some nice little programs to add to the present system, but a new approach to public education.

In an article entitled "Barriers to Home-School Collaboration," Leitch and Tangri (1988) suggested that lack of mutual understanding and planning may be the major barriers to involvement on behalf of the teachers and parents.

Bilingual-Bicultural Education Training

According to Nieto (1987), the role of teachers in promoting parent involvement is important. In 1974, the Center for Applied Linguistics (CAL) developed a list of eight competencies for bilingual teachers. It also set forth guidelines considered essential in designing teacher-training programs in bilingual-bicultural education. The seventh competency concerned skills in school-community relations. Several of these focused specifically on the role of the teacher in promoting parent and community involvement: "Acquire skills to facilitate basic contacts and interactions between the learner's family and school personnel; act as facilitator for enhancing the parent's role, functions, and responsibilities in the school and

community; plan and provide for the direct participation of the learner's family in the regular instructional programs and activities." The competencies described above were quoted by Nieto (1987), as guidelines of the Center for Applied Linguistics to prepare teachers in order to deal with parental involvement.

Low-Income Parents

In dealing with low-income parents in the school as a role for policy, McLaughlin and Shields (1987) suggest a norm-based pressure as a tool to be more effective in encouraging parent involvement. Norm-based pressures are those that are tied to incentives, values, and priorities that influence the behavior of teachers and administrators. It would include such things as information about the success of various parent involvement activities, incentives to try new practices, development of efforts by professional peers, and expectations for professional behavior within a given school or school district.

Teachers must be educated about the merits of involving parents, about the willingness of low-income or poorly-educated parents to become involved in their children's education, and about specific models of parent involvement that have proved successful.

Administrators must be educated about the importance of enabling teachers to take the initiative, about the effects

of their own expectations regarding parent involvement in the school or in the school district, about the bureaucratic and political value of parent advisory councils, and about the importance of sending a signal to teachers and the community that parent involvement is valued.

Those who shape public opinion must be educated about the contributions and the potential benefits of involving low-income parents and parents of educationally disadvantaged students in their children's education.

Parents as Partners

Richard D. Lamm (1986), Governor of Colorado and Chairman of the National Governors' Association Task Force on Parent Involvement and Choice, states in his article entitled "Can Parents Be Partners?" that to increase excellence one must increase choice. Today the public schools control both the production and the consumption of education. The system tells students what they will learn and at what speed and quality. Students and their parents have little say about these matters. A more responsive system would incorporate both what students and their parents say they need and the educational services necessary to meet those needs. Many believe that we can remain dedicated to a system of public schools and still increase the sovereignty of consumers.

Some districts and a few states already permit families to select from among various public schools. The results are encouraging. Generally, students achieve more, parents are more satisfied, and educators feel more like professionals who have been selected by their clients. The lack of choice has helped create a passive attitude among parents.

The more effective schools are those in which everyone works together for clear and specific goals. Parents must recognize that a child's education cannot be exclusively the responsibility of the school. No matter how superior the teacher, children will not reach their full potential unless there is cooperation between the home and the school. Key recommendations made by the National Governors' Association Task Force on Parent Involvement and Choice included the following:

- (1) Provide technical assistance to school districts and universities by encouraging instruction in effective parent-involvement techniques to be included in the preservice and recertification training programs of all teachers and administrators.
- (2) Create a climate that fosters greater parent involvement.
- (3) Provide incentives to school districts; for example, help teachers and parents

receive training in shared decision making.

- (4) Expand opportunities for students by adopting legislation permitting families to select from among K-12 public schools in the state. High school students should be able to attend accredited public post-secondary degree-granting institutions during their junior and senior years.

Parents--Threat or Resource?

Sociologist Howard Becker (1953) has suggested that teachers are inclined to see parents as an unpredictable and uncontrollable element, as a force that endangers and may even destroy the existing authority system over which the teacher has some measure of control.

According to Thomas (1980), this schism between parents and schools will not be resolved until educators accept the idea that most parents desire the best for their children (even though they may lack the wherewithal to obtain it). Since parents exist on the periphery of the educational hierarchy, it is also up to educators themselves to initiate measures designed to forge a home/school liaison.

There are sound reasons for doing this. Substantial evidence demonstrates that when parents and other community

members are intimately involved in the day-to-day learning of their children, schools do better at managing disciplinary problems. They also do better at educating pupils and maintaining parental and community support (Thomas, 1980).

According to Comer (1986), parent participation in a well-structured, well-managed program can help eliminate harmful stereotypes that staff members may harbor about the community served by their school. Parents are also invaluable resources for the academic, social, and psychological development of students. Although education is a long-term process, most teachers are in contact with students for only one year at a time. When it is possible to engage parents in active support of the education of their children, the children have a source of support that extends from year to year. Finally, many parents in the program were energized by their participation and returned to school to finish their own education. Many were then able to leave the welfare rolls and take jobs for which they would not have had the confidence or the credentials before their participation in the program. Seven parents went on to college. The children of these parents had models of school achievement to look up to, and they achieved well themselves.

Comer's project is built around three elements: a school-governance team, a mental health team, and parent participation. The basic goal is to create a school that

offers children some of the same stable support and role models that Comer looks back on fondly from his own childhood. This project started in New Haven, Connecticut, twenty years ago in two predominantly Black communities of low-income families. No academic progress is possible, Comer argues, until there is a positive environment at the school where teachers, students, and parents like each other and work together for the good of all the students.

In reflection, educators would be hard put to disassociate parents from public schools--since the schools and the children are theirs (Fuentes, 1973).

Education and Society

A well-educated citizenry is vital to today's advanced, technological society. Its continued advancement is measured, in fact, by the quality of the education its citizens enjoy, as quality education has become, in turn, the single means by which a community can hope to realize the full potential of itself as well as its constituent members (Fantini, 1980).

There is a real need in our society for significant change in our educational institutions, special public schools. Today's city school system has become the fortress of professionalism and bureaucracy along with civic groups and education interest groups. They see their task

largely one of securing increased fiscal support from state and city government. Policy output was always measured in terms other than discrete public benefit: total expenditures, gross amounts allocated, or simple per capita calculations. Such criteria ignored the inequality of social programs and policies that were broadly labeled as public welfare-oriented.

Before the end of World War II, access to jobs did not depend on formal education; so there was no reason to question the alleged success of the schools in reaching the immigrant and poor population.

Researchers recently have begun to examine the limited success of public education with lower class groups. Robert Dahl found, in his study of New Haven, that school professionals controlled decision-making in the educational arena; political party professionals controlled the nominating process; and the business leadership and housing professionals--especially the redevelopment administrator--controlled the decisions in housing and urban development. The study conducted by Dahl also noted that parent associations were largely supportive of the professionals and generally ineffective in fostering change (Fantini & Gittell, 1973).

Following World War II, there were changes in the character of the school population of large cities, and the nature of this relationship. The expansion of a Black,

Puerto Rican, and Chicano poor clientele in the cities of America challenged the tradition of mutually supportive roles of parent associations in schools and education interest groups. These new clients challenged policies of professionals, and protested their lack of access to the policymakers and their inability to determine or influence policy decisions that affected them.

A new urban poor population in American society began to view education and the schools as important targets, particularly because education appeared to be the means for upward mobility in American society (Fantini & Gittell, 1973).

Social Change

If, as a society, we can agree on what is important for our schools and then focus on those objectives for a period of time, we can achieve results. Changes in society require that we understand the shifts and make appropriate adaptations. According to Boosche (1989), change in American education is inevitable. We are now moving out of the Industrial Age and into a new age--the Information Age. This will require a close examination of what is really needed in education, the development of a mission and strategic goals, the development of specific plans, and an assessment of the progress made.

Surveys conducted in Pennsylvania that included specific definitions of goals show that both educators and community groups support a broader mission for public education. The results of the surveys showed considerable support for students learning the "basics," being good citizens, having a good self-image, being self-confident, and exhibiting proper health habits (Guerriero, 1980).

Building Public Confidence

According to Wherry (1979), the "secret" to building public confidence in education is by fulfilling public expectations. In order to achieve public confidence, Wherry suggests we should:

- Determine what the public now expects of its schools community by community. Determine how public expectations and those of educational leaders differ. Exercise leadership to develop appropriate, realistic public expectations.
- Exercise educational leadership individually and collectively to improve educational performance. Schools earn confidence by their actions, not by their words.
- Provide the public with adequate information about its schools. A well-organized, competently managed public information program is

a basic obligation for every educational institution no matter how large or small.

- Recognize the active role that every school employer, professional, or support staff plays in providing attitude-forming information to the community.

Home Culture and School Culture

A study conducted by Willig, Harnish, Hill, and Maehr (1983) focused on the sociocultural and educational correlates of motivation for Black, Hispanic, and Anglo children across the late elementary and junior high school years. The results of the study suggest that motivation is an important determinant of school performance for Blacks and Hispanics, as well as for Anglo-American children. It is estimated that the debilitating effects of negative motivation on school performance, as found for all three ethnic groups in this study, affects millions of students in the public schools in this country. The researchers emphasize the development of educational programs that help students develop positive motivation and coping skills to eliminate the devastating effects of negative motivation in school.

Numerous research studies indicate that school climate is important in promoting student learning (Valverde, 1988). If the culture of the school is different from the culture of the home, the student begins to make judgments about the

worthiness of both. In the past, students were quietly forced to select one over the other. Schools were accepted, then family culture became an embarrassment. This situation of forced choice put students in very difficult situations, making them live in two different worlds and creating much self-doubt and low self-esteem for many minority students.

Developing a multicultural climate in schools is important because of the attitudinalized impact it has on students. The poor self-image caused by the student's home culture being ignored or rejected by school personnel produced poor learning and ineffective study habits. Principals need to realize that attending to the cultural aspect of human beings is not trivial but central to holding minority students in school and for promoting learning. also, while parents of minority students may not have the time, energy, or knowledge to help their children, they strongly want their sons and daughters to learn. While parents may not have the home space and furniture to provide study areas, they will sacrifice to help their offspring gain an education.

Setting the proper teacher expectations is crucial because of the effects of self-fulfilling prophecy. That is, if teachers come to believe incorrectly that students are unable to learn or are uninterested in learning, teachers will depress their expectations about these

students and behave in such a way as to create less learning. High expectations lead to setting school standards and forming school goals (Valverde, 1988).

Hispanic Americans

For the purpose of this study, the researcher will highlight some characteristics of the Hispanic family found in the East Coast urban centers of the United States (United States Department of Commerce, Bureau of the Census for Persons of Spanish Origin in the United States, 1982). Please note that the Mexican-Americans are not included in the geographic region mentioned. Mexican-Americans are concentrated in the Mid-West, West, and Southwest of the United States and are the largest Hispanic group in the nation.

Family Composition

Families of Hispanic origin in the United States totalled 3.3 million in March of 1982. Most of these families, about 2.4 million, were married-couple families. However, there was also a substantial number of Hispanic families supported by Hispanic women with no husband present. These families supported by women are especially numerous among those of Puerto Rican origin. About 45 percent of all Puerto Rican families in the nation are maintained by a woman with no husband present. Plasencia

(1989) commented about single parents in the Hispanic community. The number of divorced Hispanics more than doubled from 1979 to 1988, according to the United States Census Bureau Report released in September of 1989. During that ten-year period, the figure climbed from 61 to 1,000 intact marriages to 137. The number of Hispanic children less than 18-years-old living with a single parent who had never married rose from 228,000 in 1980 to 672,000 in 1988, a 195 percent increase. We are now seeing the traditional Hispanic family, as we once knew it, slowly changing.

Family Size

Hispanic-origin families are larger than non-Hispanic families. Hispanic families averaged about 3.89 persons per family, while non-Hispanic families averaged 3.22 persons. Also, Hispanic families are more than twice as likely as non-Hispanic families to include six or more persons in the family, while non-Hispanic families are much more likely to consist of only two persons.

Residence

Hispanic families are more prone than non-Hispanic families to live in the metropolitan areas of the nation and to reside in the central cities of those areas. However, differences existed among the Hispanic groups: 76 percent of all Puerto Rican-origin families lived in the central cities of metropolitan areas compared to 41 percent

of Cuban families who were not likely than Puerto Rican families to live in the suburbs of central cities.

Income of the Family

Generally, Hispanic families had less income in 1981 than non-Hispanic families. The median income of Hispanic-origin families was \$16,400, compared to a median of \$22,800 for non-Hispanic families. In addition, a wide discrepancy existed in family income according to type of Hispanic-origin family. Puerto Rican-origin families, for example, had a median income of only \$11,300, compared to a median income of \$18,000 for Cuban-origin families. The lower-median income of Puerto Rican families is partly a reflection of those families being maintained by Puerto Rican women with no husband present. These families usually have less income than married-couple families. The low income of Puerto Rican families also is partly due to the smaller proportion of these families with earners and the relatively low educational attainment levels of Puerto Rican persons. Among Hispanic married-couple families, 49 percent had wives in the paid labor force. Such families averaged \$23,500 in 1981, compared to a median of \$15,000 for Hispanic families without wives in the paid labor force.

Workers in the Family

In 1982, the number of workers per Hispanic family was only slightly different from non-Hispanic families. The

proportion of Hispanic and non-Hispanic families with two or more workers in the family was 53 percent and 56 percent respectively. Puerto Rican families had a higher proportion of families with no workers (32 percent) compared to families of other Hispanic origin (12 percent). Also, the proportion of Puerto Rican families with two or more workers was 34 percent, compared to 56 percent of others of Hispanic-origin families.

Poverty Status of Families

In 1981, Hispanic families were much more likely than non-Hispanic families to be below the poverty level: 24 percent Hispanic families were in poverty compared to 10 percent non-Hispanic families. Among Hispanic families in poverty, 78 percent had householders 25-years-old and over who were not high school graduates. Also, about half of all Hispanic families below the poverty level were supported by women of Hispanic origin.

Education

According to the National Center for Educational Statistics (1970), the educational enrollment data for elementary and secondary students show three troublesome trends: (1) Hispanic children enroll in school at rates lower than those for non-Hispanic students; (2) they fall behind their classmates as they progress through school; and (3) their attrition rates are higher than those of

non-Hispanic students. School enrollment data for children aged three to six indicate that 64.6 percent of the majority group children are enrolled in schools, compared to 56.7 percent of Hispanic children. In 1976, there were approximately three million Hispanic children enrolled in elementary and secondary schools, representing 6 percent of the total public school enrollment in the 50 states and the District of Columbia. Puerto Rican children accounted for 15 percent, Cuban and Central or South American children each accounted for 5 percent, and the remaining 11 percent were "other Hispanic" children. Another pattern that distinguishes Hispanic enrollment is the institutional concentration of undergraduates. Hispanic students are concentrated in a small number of institutions. Twenty-four percent of all Hispanic students in the United States mainland are enrolled in 21 institutions. Of these institutions, four could be classified as "historically Hispanic" since they were established specifically to serve Hispanic students and have bilingual curricula and Hispanic leadership. The four institutions are Boricua College, Colegio Cesar Charez, Deganawida-Quetzalcoatl (D-Q) University, and Hostos Community College of the City University of New York. These institutions were established in the 1970s, and in the Fall of 1978 enrolled only 2,154 Hispanic students (National Center for Educational Statistics, 1970). Figures for Puerto Rican student migration and reverse migration show

that in 1975, 4,547 of the students enrolled in colleges in the United States identified themselves as residents of Puerto Rico. This number represented 4 percent of all Puerto Rican residents who were enrolled in college. Over 1,000 mainland United States residents attended college in Puerto Rico in 1975. Hispanic-American education has been concerned with other variables besides language. Socio-cultural variables have been investigated. The heterogeneity of groups has been addressed. Socialization processes at the classroom level have been observed. Desegregation has also been of concern to some researchers. Classroom practices that have been addressed are tracking and ability grouping, interaction patterns between teachers and students, and student labeling and testing. The research findings indicate that sociocultural variables are sometimes integrated into the curriculum. For example, history may be taught more effectively, and presented more accurately, if Hispanic participation is included. Socio-cultural variables are also sometimes used to justify the failure of Hispanic students in academic work. For example, attributes such as fatalism, orientation to the present, and familialism may be viewed as contributing to such failure. There is a great challenge to overcome in coming up with educational plans to recruit, retain, and finally to graduate higher numbers of Hispanic children from our schools. The challenge remains to prepare this group's

numbers for active and increased participation in the larger society.

Summary of the Review of the Literature
and Issues Related to the Study

The following conclusions can be drawn from the sections of the review of the literature:

- When families and communities have strong connections with schools, everyone benefits-- children, families, teachers, schools, communities, and our democratic society.
- Teachers' work can become more manageable.
- Parents who are involved have more positive views of the teacher and the school.
- In order to reduce the high level of academic and social failure among poor children in urban schools today, a better connection has to exist between school and community participation.
- A well-structured plan for limited English proficiency parents can help their children become proficient in their second language acquisition.
- Teacher attitudes and parental involvement at the school level help create a positive school climate. At the classroom level,

teacher practices can help parents understand how to help their own children at home.

- Teacher practices concerning parent involvement and student achievement test score results showed students whose teachers were leaders in the use of parent involvement made greater gains in reading achievement than did other students.
- Reliance on the delegation model in public education has created a fundamental gap between families and school.
- There is a need to design teacher-training programs in bilingual-bicultural education in order to enhance approaches to the community.
- A norm-based pressure should be created as a tool to be more effective in encouraging low-income parents.
- Teachers can perceive parents as agents that endanger and may destroy the existing authority system over which the teacher has some measure of control.
- Parent participation in a well-structured, well-managed program can help eliminate harmful stereotypes that staff members may

harbor about the community served by their school.

- It is through quality education that a community can hope to realize the full potential of itself as well as its constituent members.
- Changes in society require that we understand the shifts and make appropriate adaptations.
- Building public confidence in education is fulfilling public expectations.
- Motivation is an important determinant of school performance for Blacks and Hispanics, as well as for Anglo-American children.
- The poor self-image caused by the student's home culture being ignored or rejected by school personnel produced poor learning and ineffective study habits.
- Substantial numbers of Hispanic families are supported by Hispanic women head of household.
- Hispanic-origin families are larger than non-Hispanic families.
- Hispanic families are more prone than non-Hispanic families to live in the metropolitan areas of the nation and to reside in the central cities of those areas.

- Hispanic families had less income in 1981 than non-Hispanic families.
- In 1981, Hispanic families were much more likely than non-Hispanic families to be below the poverty level: 24 percent of Hispanic families were in poverty, compared to 10 percent of non-Hispanic families.
- The educational enrollment data for elementary and secondary students show three troublesome trends: (1) Hispanic children enroll in school at rates lower than those for non-Hispanic students; (2) they fall behind their classmates as they progress through; and (3) their attrition rates are higher than those of non-Hispanic students.

In Chapter III, the design of the study will discuss how this researcher will additionally research responses to the questions posed in Chapter I.

C H A P T E R I I I

DESIGN OF THE STUDY

In order to test each question guiding this study, a questionnaire was developed (see Appendix D). According to Goode and Hatt (1962), the word "questionnaire" refers to a device for securing answers to questions by using a form which the respondent fills in him/herself. The use of questionnaires in research is based on one basic, underlying assumption: the respondent will give truthful answers. This means the respondent will be both willing and able to give truthful answers.

Berdie and Anderson (1974) indicated a questionnaire has two main indicators in the design and testing of it: reliability and validity. A reliable questionnaire item is an item that consistently conveys the same meaning. The validity of a questionnaire item is concerned with whether or not the item actually elicits the intended information. If the responses are to be valid, it is essential that the respondent understands and responds to the questions as it is understood by those conducting the research. In looking for validity, the questionnaire was given to parents from diverse schooling, as well as diverse social and economic levels.

The guiding questions of this research study are as follows:

- (1) What are the goals and objectives of the school system?
- (2) What are the characteristics of the parents whose children attend these schools?
- (3) What do the parents do to enforce achieving these goals?
- (4) What is the interrelationship between parent expectations and the school system with regard to the achievement of these goals?

The questionnaire will examine the attitudes or expectations of Hispanic parents toward the goals and objectives of the school system. A total of 20 questionnaires, in English and Spanish, were distributed to Hispanic parents for field testing (see Appendix D). The only recommendation to the instrument was in the syntax of some of the statements. Major revisions to the instrument were not required.

The questionnaire explored the attitudes of Hispanic parents through the three different statements which follow:

- (1) The following statements are my expectations for my son and/or daughter. (Eighteen statements listed in the questionnaire to be checked.)
- (2) Yes, I know about or have heard of the following ideas and programs described in

the goals and objectives of the school system where I live. (Twenty-one statements listed in the questionnaire to be checked.)

- (3) Yes, the following ideas and programs described in the goals and objectives of the school system satisfy my expectations as a parent for my son's and/or daughter's education. (Twenty-one statements listed in the questionnaire to be checked.)

Sampling

This study was conducted in a school system of a small, urban industrial city in the western part of Massachusetts. The student population for the 1989-1990 academic year was 7,551.

The subjects of this study are Hispanic parents with children registered in the school system in grades K through 12. The school system, during the 1989-1990 academic year, had a population of 4,504 Hispanic students, representing 60 percent of the total students enrolled. Table 3 shows the number of Hispanic students per grade level and the percentage it represents.

For the purpose of this study, two schools were selected for levels K-2; one intermediate school for

Table 3
Hispanic Students Per Grade Level

Grade Level	Number of Students	Number of Hispanic Students	Percentage
K-2	2,424	1,546	64.0
3-5	1,690	1,110	66.0
6-8	1,625	1,011	62.0
9-12	1,811	837	46.0
TOTAL:	7,551	4,504	60.0

grades 3-5; two middle schools of the system were selected for grades 6-8; and the High School and Vocational and Technical School were selected for grades 9-12 (see Appendix A and Appendix B).

In order to give an equal chance or probability for each parent on the school list to be selected as part of the sample, every fifth name from the list was drawn (Hillway, 1964).

The school selected, especially from levels K-2 and 3-5, were schools with a high volume of Hispanic students. For the results of this study, the totals of K-5 were amassed together.

Method of Data Collection

The following procedures were exercised in the collection of data for this study:

- (1) A formal letter stating the purpose of the study was sent to the Superintendent of Schools (see Appendix E).
- (2) The proposal for the study was approved by the Superintendent of Schools (see Appendix F). Because of a deposition with the school system under study, the identification of the schools that participated in this study was not possible.

- (3) The letter of approval from the Superintendent of Schools was shown to the principals of the seven schools involved in the study.
- (4) Each school principal cooperated in the development of the study. Each shared a list of the Hispanic parents of children in their school with the researcher.
- (5) The selection of the schools was done with the advice of the Parent Information Center Office of the school system. The schools selected had a high number of Hispanic students.
- (6) The selection of Hispanic parents was done randomly from the school list.
- (7) A letter was sent to parents requesting participation in the study and ensuring confidentiality and anonymity of the person answering the questionnaire (Lafland & Lafland, 1984) [see Appendix G].
- (8) The questionnaire was mailed with a self-addressed return envelope along with the letter to parents requesting participation in the study.
- (9) A total of 471 questionnaires were randomly distributed to Hispanic parents with

children in the following grade levels:
K-2; 3-5; 6-8; and 9-12. The number of
questionnaires mailed per grade level
was as follows: K-2 and 3-5, a total of
266 questionnaires; 6-9, a total of 105
questionnaires; and 9-12, a total of 100
questionnaires. From the total of 471
questionnaires mailed, 41 were returned
because of the following reasons:

(a) mailing address was incorrect; and
(b) change of address. Parents answered
and returned a total of 153 question-
naires, representing a student population
of 352. This represents 7.82 percent of
the Hispanic students enrolled in the
school system for the academic year
1989-1990 (see Appendix H). Since there
are 4,504 Hispanic students in the school
system, 7.82 percent (352) represents the
sample gathered for this study. Ideally,
a 20 percent return would represent a
larger sample population; however, due to
time and financial constraints, the goal
was to receive a 10 percent return of the
questionnaires. Because of the conditions
mentioned above, the total number of

questionnaires returned represented only 7.82 percent of the Hispanic students in the school system.

The hardware used to analyze the data was Computer Control Data Corporation Cyber.

The software used was Edif Editor with the Statistical Package for Social Sciences X.

The Likert Procedure

The instrument was presented in the Likert manner with five ratings to select from. The degree of point value of "agreement" or "disagreement" for each statement is indicated in Table 4.

According to Adams (1963), a major criterion for selecting the Likert technique is its "high reliability in examining individual attitudes rather than group attitudes" (pp. 92-94).

McDonald (1970) identified advantages to using a Likert-type scale:

1. A Likert-type scale is relatively simple to construct.
2. The method of construction is based upon empirical data regarding subject responses rather than the subjective opinions of judges.
3. A Likert-type scale contains fewer items and is as reliable as most scales constructed by other methods.

Table 4
Rating Scale Used in the
Questionnaire

<u>Variables</u>	<u>Favorable Statement</u>	<u>Unfavorable Statement</u>
Strongly Agree	5	1
Agree	4	2
Undecided	3	3
Disagree	2	4
Strongly Disagree	1	5

4. A Likert-type scale permits the expression of five response alternatives on an agreement-disagreement continuum.
5. The range of expression for any single item permitted in a Likert-type scale yields fairly precise information about the individual's opinion on a specific issue.
6. Responses to a Likert-type scale may be completed in a relatively short time.
(p. 32)

Oppenheim (1966) listed as other advantages (1) the extent of agreement or disagreement that can be expressed by the respondents with more precise information, and (2) it becomes possible to include items that are not manifested by its content so that a better measurement of attitudes can be determined.

Summary

In order to test each research question, a questionnaire was developed in both English and Spanish (see Appendix D). The questionnaire examined the attitudes or expectations of Hispanic parents toward the goals and objectives of the school system. A total of 20 questionnaires in English and Spanish were distributed to Hispanic parents for field testing. No major changes were made as a result of the field test.

The study was conducted in a school system of a small, urban industrial city in the western part of Massachusetts.

The 1990 student population listed for this city was 7,551.

The subjects of this study were Hispanic parents with children registered in the school system in grades K through 12. The school system, during the 1989-1990 academic year, had a population of 4,504 Hispanic students, representing 60 percent of the students enrolled in the school system. A total of 471 questionnaires were randomly distributed to Hispanic parents with children in grades K through 12. Of the total 471 questionnaires mailed, 41 were returned because the mailing address was incorrect or there was a change in address.

Parents answered and returned a total of 153 questionnaires, representing a student population of 352 or 7.82 percent of the Hispanic students enrolled in the school system.

The instrument was presented in the Likert manner with five ratings ranging from "Strongly Agree" to "Strongly Disagree."

The intent of the open-ended questions was to ask the respondent for his/her opinion. Parten (1950) gives a broader definition for the open-ended questions establishing that it asks the respondent for his/her opinion without being given any suggestions as to possible reactions. Only by finding out what aspects of an issue have made an impression on people and what words the public uses to

express its reactions can intelligent planning of categorized questions proceed.

Another author (Payne, 1951) provided a new view of open-ended questions, establishing that "free-answer or open-ended questions provide quotable quotes which may add sparkle and credibility to the final report."

The researcher used the written information given by the respondent and classified it by categories. These categories were developed according to the frequency the respondent referred to a specific idea.

Oppenheim (1966) suggested the use of a classification system in coding open-ended questions.

Chapter IV will present the findings of this study as attested to by the 153 returned questionnaires representing 352 students in the school district.

C H A P T E R IV
PRESENTATION OF DATA AND ANALYSIS

Introduction

The results obtained from the "Questionnaire for Parents" (see Appendix D) are reviewed and presented in this chapter. The purposes of the questionnaire sent to the parents were to examine, assess, and reflect on the interrelationships of Hispanic parent expectations for their children and the goals and objectives of the school system.

The information derived from the analysis of the data will produce the answers for the questions guiding the study:

- (1) What are the goals and objectives of the school system?
- (2) What are the characteristics of the parents whose children attend these schools?
- (3) What do the parents do to enforce achieving these goals?
- (4) What is the interrelationship between parent expectations and the school system with regard to the achievement of these goals?

This chapter is divided into three different yet interrelated sections. The first section deals with the

demographic data of the Hispanic parents who participated in this study.

The second section works with five main questions guided toward the target populations. The purpose of each question is:

- (1) To get an idea of parent expectations for their children.
- (2) To observe if parents know of or have heard about the goals and objectives of the school system under study.
- (3) To note which goals and objectives of the school system are interrelated with the goals or expectations of the Hispanic parents for their children.
- (4) To examine parent participation in the development of the goals and objectives of the school system.
- (5) To investigate parental attitude toward working for the preparation of the goals and objectives of the school system.

The third section is an open-ended response from the respondents. The parents have the opportunity to include new ideas and recommendations for the goals and objectives of the school system.

The concurrent response from the parents allowed the researcher to organize the information in several categories

of interest according to the objective of the study. The categories included:

- School Bus Transportation
- Parental Academic Concerns for the School System
- Parent-Teacher Relations
- Parent on a Proactive Mode for a Better School System
- Professional Development
- School Building Security

The Likert scale was used to measure the degree of expectations in Part II of the questionnaire. The five ratings presented to the parents in the questionnaire were:

- (1) Strongly Disagree
- (2) Disagree
- (3) Undecided
- (4) Agree
- (5) Strongly Agree

The Computer Control Data Corporation Cyber was used to analyze the data. The software used was Edif-Editor with the Statistical Package for Social Sciences X (SPSS).

The tables in the data presentation show responses to the survey questions by the Hispanic parents participating in this study.

Part I: Demographic Data

Analysis of Question 1: Sex

The first question in Part I of the "Questionnaire for Parents" asked participants to state their gender. The information presented in Table 5 indicates that 119 (79.3%) of those responding to the survey were females and 30 (20.7%) were males. The predominance of female participation was presented in this study.

Analysis of Question 2: Age

The second question asked participants to indicate their age range. Survey participants were given a choice of under 20 years, between 21-25 years, 26-30 years, 31-35 years, 36-40 years, and over 46 years. Table 6 presents the frequency, percent, and valid percent of the responses to this question.

The data in Table 6 indicate that 36 (24.2%) of the sample population are between 26-30 years of age as a more frequent and range response. The next highest percentage of the respondents was 29 (19.5%), which ranged between the ages of 31-35 years. This group is followed by 24 (16.1%), in the 36-40 year-old range; 20 (13.4%), in the 21-25 year-old range; 19 (12.8%), under 20 years of age; and 10 (6.7%), over 46 years old. A total of 20 (13.4%) were between 21-25 years of age. Only 19 (12.8%) of this sample population were under 20 years of age, and 10 (6.7%)

Table 5
Gender of Parents in Sample Population

Sex	Frequency	Percent	Valid Percent
Males	31	20.3	20.7
Females	119	77.8	79.3
No Available Information	3	2.0	--
TOTAL:	153	100.0	100.0

Table 6
Age of Parents in Sample Population

Age Range of Respondents (Years)	Frequency	Percent	Valid Percent
Under 20 Years Old	19	12.8	12.8
21-25 Years Old	20	13.4	13.4
26-30 Years Old	36	24.2	24.2
31-35 Years Old	29	19.5	19.5
36-40 Years Old	24	16.1	16.1
41-45 Years Old	11	7.4	7.4
Over 46 Years Old	10	6.7	6.7
No Available Information	4	2.6	---
TOTAL:	153	100.0	100.0

were over 46 years old. A total of 4 (2.6%) parents did not indicate their age range.

Analysis of Question 3: What Is Your Ethnic Background?

Question 3 asked participants to indicate their ethnic background. Choices included Puerto Rican, Central American, Mexican, North American, South American, West Indian, Afro-American, and Other. Table 7 shows that a total of 149 (98.7%) Puerto Rican parents responded to this question. This total of Puerto Rican representation outnumbered all other ethnic representation in the study. Two (1.3%) South American parents responded; and 2 (1.3%) parents did not respond to this question.

Analysis of Question 4: How Many Children Do You Have in Each Grade Level?

The fourth question asked participants to indicate the number of children that they have and the grade level they are attending: Kindergarten through grade 5 (K-5); grades 6 through 8 (6-8); and grades 9 through 12 (9-12).

As shown in Table 8, 60 (39.2%) of the parents participating in this study have one child in grades K to 5. Forty-four (28.8%) of the parents that responded to the questionnaire do not have any children in this level (K-5). Thirty-three (21.6%) of the parents have two children, followed by 10 (6.5%) with three children and 6 (3.9%) with four children in grades K to 5. The total

Table 7
Ethnicity of Parents in Sample Population

Parents' Ethnicity	Frequency	Percent	Valid Percent
Puerto Rican	149	97.4	98.7
Central American	0	0.0	0.0
Mexican	0	0.0	0.0
South American	2	1.3	1.3
West Indian	0	0.0	0.0
Afro-American	0	0.0	0.0
No Response	2	1.3	---
TOTAL:	153	100.0	100.0

Table 8
 Number of Students in Grade Level K-5 Represented
 in the Study by Parents in Sample Population

School Levels	Frequency of Parent Response	Number of Students Per Parent	Total Number of Students	Percent	Valid Percent
K-5	44	0	--	28.8	28.8
	60	1	60	39.2	39.2
	33	2	66	21.6	21.6
	10	3	30	6.5	6.5
	6	4	24	3.9	3.9
TOTAL:	153	-	180	100.0	100.0

in this level of student representation was 180, which is equal to 1.4% of the Hispanic students at this level in the school system.

Table 9 shows that in grades 6 through 8, the highest percentage of parents responding to this question was 70 (45.8%), who indicated they do not have any children in these grades. Relatively close are 62 (40.5%) parents, who have one child at this grade level. A total of 15 (9.8%) parents have two children and 6 (3.9%) parents have three children in grades 6 through 8.

The response correspondent with children at grade level 9-12 (as illustrated in Table 10) showed that 105 (68.6%) parents do not have any children at this grade level. Thirty-eight (24.8%) had one child; 7 (4.6%) had two children; and 2 (1.3%) had three children in grades 9 through 12. One parent (.7%) had four children at this grade level.

The data for Question 4 indicated the number of students represented in this study by the parents responding to the questionnaire. The total of 153 parent respondents have 352 students in the school system. The highest frequency of parents with a son or daughter in one school level corresponded to 62 parents with one child in the grade level 6-8, followed by 60 parents with one child in the grade level K-5. Accordingly, in this study the highest percent of parents with children in all levels of

Table 9

Number of Students in Grade Level 6-8 Represented
in the Study by Parents in Sample Population

School Levels	Frequency of Parent Response	Number of Students Per Parent	Total Number of Students	Percent	Valid Percent
6-8	70	0	--	45.8	45.8
	62	1	62	40.5	40.5
	15	2	30	9.8	9.8
	6	3	18	3.9	3.9
TOTAL:	153	-	110	100.0	100.0

Table 10
 Number of Students in Grade Level 9-12 Represented
 in the Study by Parents in Sample Population

School Levels	Frequency of Parent Response	Number of Students Per Parent	Total Number of Students	Percent	Valid Percent
9-12	105	0	--	68.6	68.6
	38	1	38	24.8	24.8
	7	2	14	4.6	4.6
	2	3	6	1.3	1.3
	1	4	4	.7	.7
TOTAL:	153	-	62	100.0	100.0

this school system corresponded to parents who have just one child. The less frequent response corresponded to parents with four children in this school system.

The student population indicated by parental response to the questionnaire represented 2,656 students for grade level K-5; 1,011 students for grade level 6-8; and 837 students for grade level 9-12--for a total of 4,504 Hispanic students in the school system. The Hispanic students represented in the study are from mainstream bilingual and other school programs.

Analysis of Question 5: What Is the Highest Educational Level That You Have Attained?

Question 5 asked participants to indicate the amount of schooling they had completed. Choices included: K-5, 6-8, 9-12, Technical and/or Vocational Diploma, Associate's Degree, Bachelor's Degree, Master's Degree, Doctoral Degree, and Other. The results are presented in Table 11.

The results to Question 5 show that more than half (81 or 53.6%) of the Hispanic parents have had 9-12 years of schooling. The lowest of valid percentages was 3 (2.0%) possessing a Master's Degree. No respondents reported having completed a Doctoral Degree. A total of 25 (16.6%) reported schooling of 6-8 years, and 10 (6.5%) reported K-5 years of formal education. Nine (6.0%) have an Associate's Degree, and 7 (4.6%) have Technical or Vocational Diplomas. There are a total of 5 (33.3%)

Table 11
 Schooling of Parents in Sample Population

Schooling	Frequency	Percent	Valid Percent
K-5	10	6.5	6.5
6-8	25	16.3	16.6
9-12	81	52.9	53.6
Technical or Vocational Diploma	7	4.6	4.6
Associate's Degree	9	5.9	6.0
Bachelor's Degree	5	3.3	3.3
Master's Degree	3	2.0	2.0
Doctoral Degree	0	0.0	---
Other	11	7.2	7.3
No Available Information	2	1.3	---
TOTAL:	153	100.0	100.0

parents participating in this study who reported having completed a Bachelor's Degree.

Analysis of Question 6: What Is Your Annual Household Income?

The sixth question asked participants to indicate their annual household income. The range included: Under \$1,000; \$1,000-\$5,000; \$6,000-\$10,000; \$11,000-\$15,000; \$16,000-\$20,000; \$21,000-\$25,000; \$26,000-\$30,000; and over \$31,000.

Table 12 shows that parents in the \$6,000-\$10,000 income range (53 or 39.0%) have the highest frequency income of this representative population. This is followed by the parents with under \$1,000 of income (34 or 25.0%) and those with an income of \$16,000-\$20,000 (15 or 11.0%). Parents with an annual income of \$1,000-\$5,000 (11 or 8.1%) hold the fourth position of this income range question; and 9 (6.6%) parents reported a household income of \$11,000-\$15,000 per year. A total of 15 (11.0%) of the parents in the sample population reported more than \$16,000 of annual income; and 7 (5.1%) had an annual household income of more than \$31,000.

Analysis of Question 7: Are You Presently Employed?

Question 7 asked responding participants to indicate whether he or she was employed. Choices included "Yes", for employed, and "No", for not employed. The data in

Table 12
Annual Income of Parents
in Sample Population

Household Income Range	Frequency	Percent	Valid Percent
Under \$1,000	34	22.2	25.0
\$1,000-\$5,000	11	7.2	8.1
\$6,000-\$10,000	53	34.6	39.0
\$11,000-\$15,000	9	5.9	6.6
\$16,000-\$20,000	15	9.8	11.0
\$21,000-\$25,000	4	2.6	2.0
\$26,000-\$30,000	3	2.0	2.2
Over \$31,000	7	4.6	5.1
No Available Information	17	11.1	---
TOTAL:	153	100.0	100.0

Table 13 show that most parents (114 or 76.5%) are not employed. The table presents the number of positive responses at 35 (23.5%) and the number of negative responses at 114 (76.5%). Four parents (2.6%) did not respond to this question.

Part II: Questions About Parents'
Expectations and Goals and
Objectives of the School
System in This Study

The second part of the questionnaire for parents presented five main questions. The Likert Scale was used to measure degree of expectations from parents. The five ratings presented to the parents in the questionnaire were:

- (1) Strongly Disagree
- (2) Disagree
- (3) Undecided
- (4) Agree
- (5) Strongly Agree

The questions in Part II are oriented towards the following:

- Getting an idea of parents' expectations for their children;
- Observing if parents know of or heard about the goals and objectives of the school system under study;

Table 13
Employment Status of Parents
in Sample Population

Employed	Frequency	Percent	Valid Percent
Yes	35	22.9	23.5
No	114	74.5	76.5
No Available Information	4	2.6	--
TOTAL:	153	100.0	100.0

- Noting which goals and objectives of the school system are interrelated with the goals or expectations of the parents for their children;
- Examining parent participation in the development of the goals and objectives of the school system;
- Investigating parental disposition for working towards the preparation of the goals and objectives of the school system.

Analysis of Question 1: The Following Statements Are My Expectations for My Son and/or Daughter:

Question 1 of Part II asked parent respondents to rate the expectations that they have for their son(s) and/or daughter(s). One hundred fifty-three parents answered this question. This question was composed of 18 statements and parents were to select expectations according to a Likert Scale.

The results of the general sample population response are shown in Table 14.

The statement "To attend school regularly" was the expectation that got the highest rating from the parents who responded to this question on the questionnaire. A total of 124 (81.05%) of the parents checked "Strongly Agree" as their answer.

Table 14

General Response and Percent of Parents' Expectations
for Their Son(s) and/or Daughter(s)

Statements	Strongly Agree (5)		Agree (4)		Undecided (3)		Disagree (2)		Strongly Disagree (1)		No Response	
	F	%	F	%	F	%	F	%	F	%	F	%
To earn money while going to school	48	31.37	65	42.48	18	11.76	9	5.88	1	2.61	9	5.88
To find a job	73	47.71	38	24.84	9	5.88	9	5.88	10	6.54	14	9.15
To pursue higher education	116	75.82	20	13.07	8	5.23	1	.65	1	.65	7	4.58
To obtain vocational training	58	37.91	42	27.45	28	18.30	7	4.58	4	2.61	14	9.15
To learn English	108	70.59	30	19.61	3	1.96	0	--	2	1.31	10	6.54
To improve his/her Spanish	78	50.98	44	28.76	8	5.23	3	1.96	2	1.31	18	11.26
To learn foreign languages other than Spanish and English	87	56.86	43	28.10	15	9.80	1	.65	0	--	7	4.58
To get his/her High School diploma	120	78.43	19	12.42	1	.65	0	--	0	--	13	8.50
To attend school regularly	124	81.05	21	13.73	0	--	0	--	0	--	8	5.23

Continued, next page

Table 14--Continued

Statements	Strongly Agree (5)		Agree (4)		Undecided (3)		Disagree (2)		Strongly Disagree (1)		No Response	
	F	%	F	%	F	%	F	%	F	%	F	%
To improve his/her interpersonal relationships	89	58.17	45	29.41	4	2.61	0	--	1	.65	14	9.15
To learn computer technology	90	58.82	45	29.41	5	3.27	1	.65	1	.65	11	7.19
To obtain and maintain optimal health	113	73.86	24	15.69	1	1.31	0	--	1	.65	13	8.50
To receive the appropriate service from the Special Education Department	40	26.14	34	22.22	25	16.34	20	13.07	10	6.54	24	15.69
To attend school of his/her choice	91	59.48	38	24.84	10	6.54	0	--	2	1.31	12	7.84
To recognize teacher's work	103	67.32	38	24.84	2	1.31	0	--	1	.65	9	5.88
To establish a stable home environment	103	67.32	29	18.95	6	3.92	3	1.96	1	.65	11	7.19
To travel to other countries	65	42.48	52	33.99	20	13.07	2	1.31	2	1.31	12	7.84
To develop artistic talent	72	47.06	53	34.64	15	19.80	0	--	1	.65	12	7.84

F = Frequency
% = Percent of Responses

Within the rating "Strongly Agree" of the Likert Scale, the only statement that did not get the most response was "To earn money while going to school." This statement received the most response for "Agree", where 65 (42.48%) parents selected it as their choice.

The lowest frequency in the rating "Strongly Agree" was the statement "To receive the appropriate service from the Special Education Department." Only 40 (26.14%) parents responded to this statement. The same statement got higher frequencies in the "Disagree" and "Strongly Disagree" ratings. Twenty (13.07%) parents selected the rating "Disagree" as their choice, and only 10 (6.54%) parents responded to the rating "Strongly Agree". A total of 24 (15.69%) parents did not respond to this statement.

In the rating "Agree", the statement with the least frequency was "To get his/her High School diploma." Only 19 (12.42%) of the parents responded to this statement.

In the rating "Undecided", the highest total of 28 (18.30%) parents responded to the statement "To obtain vocational training." The lowest response within this rating ("Undecided") was for the statement "To get his/her High School diploma." Only 1 (.65%) parent responded to this statement. The statement "To attend school regularly" got no response from parents.

In the rating "Undecided", the following statement did not get a response from the parents: "To attend school

regularly." The same pattern was repeated for the rating "Disagree". There was no response from parents to the following statements: "To learn English"; "To get his/her High School diploma"; "To attend school regularly"; "To improve his/her interpersonal relationships"; "To obtain and maintain optimal health"; "To attend a school of his/her choice"; "To recognize teacher's work"; and "To develop artistic talent."

In the rating "Strongly Disagree," the following statements did not get a response from parents: "To learn foreign languages other than Spanish and English"; "To get his/her High School diploma"; and "To attend school regularly."

Question 1 also provided parents with space to write in new expectations. None of the parents who responded to the questionnaire introduced new expectations in this section.

Analysis of Question 2: Yes, I Know
About or Have Heard of the Following
Ideas and Programs Described in the
Goals and Objectives of the School
System Where I Live:

The purpose of Question 2 is to determine how well the parents were informed of or have been informed about the goals and objectives statement of the school system under study. A total of 21 statements derived from the goals and objectives of the school system under study were presented

to the parents. A Likert Scale model was used to show parental preference.

The results of the general sample population response are shown in Table 15. Of the 21 statements that formed Question 2, 18 statements were recorded in the rating "Strongly Agree".

The statement related to the "Addition, improvement, and construction of school buildings" was the one most heard by parents. A total of 90 (58.82%) parents chose this statement and strongly agreed.

The statement least heard of or known to the parents was "To forecast job opportunities for the next decade with the business sector." A total of 49 (32.02%) parents responded to this statement and strongly agreed.

The following statements were selected by the parents under the rating of "Agree" (numbers and percentages of respondents are indicated): 66 (43.14%) parents chose "Whole language approach"; 60 (39.22%) parents selected "Student Center data base"; and 54 (35.29%) parents replied "To forecast job opportunities for the next decade with the business sector."

Under the "Undecided" column, a total of 32 (20.92%) parents selected the statement "To forecast job opportunities for the next decade with the business sector." This statement was highly rated by the parents in the "Undecided" column. The statement with the least response from parents

Table 15

General Response and Percent of the Knowledge
That the Parents Had About Concepts and
Programs of the School System

Concepts on Programs	Strongly Agree (5)		Agree (4)		Undecided (3)		Disagree (2)		Strongly Disagree (1)		No Response	
	F	%	F	%	F	%	F	%	F	%	F	%
Whole language approach	63	41.48	66	43.14	16	10.46	0	--	0	--	8	5.23
Developmental learning techniques approach	75	49.02	63	41.18	7	4.58	2	1.31	0	--	6	3.92
Socratic method approach	62	40.42	60	39.22	20	13.02	2	1.31	1	.65	8	5.23
Student Center data base	52	33.99	60	39.22	22	14.38	4	2.61	2	1.31	13	8.50
Citywide Parent Planning Council	64	41.83	60	39.22	16	10.46	2	1.31	1	.65	10	6.54
To use the computer as a means of instruction in the classroom	80	52.29	56	36.60	10	6.54	1	.65	0	--	6	3.92
Discipline code	83	54.25	46	30.07	12	7.84	1	.65	0	--	11	7.19
To develop an effective work/study program with the business sector	87	56.86	47	30.72	10	6.54	1	.65	1	.65	7	4.58

Table 15--Continued

Concepts on Programs	Strongly Agree (5)		Agree (4)		Undecided (3)		Disagree (2)		Strongly Disagree (1)		No Response	
	F	%	F	%	F	%	F	%	F	%	F	%
To reduce by 20% the dropout numbers	76	49.67	43	28.10	14	9.15	4	2.61	2	1.31	14	9.15
To develop middle school	67	43.79	57	37.25	14	9.15	1	.65	3	1.96	11	7.19
To encourage minority students to pursue higher education	79	51.63	48	31.37	16	10.46	3	1.96	0	--	7	4.58
To develop vocational programs	70	45.75	62	40.52	4	2.61	4	2.61	2	1.31	11	7.19
To forecast job opportunities for the next decade with the business sector	49	32.02	54	35.29	32	20.92	7	4.58	2	1.31	9	5.88
To provide professional development for teachers and administrators	67	43.79	56	36.60	20	13.07	3	1.96	0	--	7	4.58
To improve teaching techniques	69	45.10	54	35.29	19	12.42	3	1.96	0	--	8	5.23

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Table 15--Continued

Concepts on Programs	Strongly Agree (5)		Agree (4)		Undecided (3)		Disagree (2)		Strongly Disagree (1)		No Response	
	F	%	F	%	F	%	F	%	F	%	F	%
To recognize the excellent work of teachers/school personnel	83	54.25	53	34.64	7	4.58	3	1.96	0	--	7	4.58
To establish Teacher Center	84	54.90	47	30.72	10	6.54	3	1.96	1	.65	8	5.23
To improve the Teacher's effort control through the promotion of the book Among Schoolchildren	76	49.67	60	39.22	9	5.88	2	1.31	1	.65	5	3.27
To provide information to the general public through the implementation of a research and information Center	73	47.71	57	37.25	12	7.84	2	1.31	0	--	9	5.88
Addition, improvement, and construction of school buildings	90	58.82	50	32.68	6	3.92	1	.65	0	--	6	3.92
To establish a group to review the possibility of expanding "parental schools of choice"	82	53.59	52	33.99	10	6.54	3	1.96	0	--	6	3.92

F = Frequency
 % = Percent of Responses

under the "Undecided" rating was "Addition, improvement, and construction of school buildings." Only 6 (3.92%) parents responded to this statement.

Under the rating of "Disagree", the statement "Whole language approach" did not get a response from parents. Also, parents did not respond to the following statements under the "Strongly Disagree" column: "Whole language approach"; "Developmental learning techniques approach"; "To use the computer as a means of instruction in the classroom"; "Discipline code"; "To encourage minority students to pursue higher education"; "To provide professional development for teachers and administrators"; "To improve teaching techniques"; "To recognize the excellent work of teachers/school personnel"; "To provide information to the general public through the implementation of a research and information center"; "Addition, improvement, and construction of school buildings"; and "To establish a group to review the possibility of expanding 'parental schools of choice'."

Analysis of Question 3: Yes, the Following
Ideas and Programs Described in the Goals
and Objectives of the School System Satisfy
My Expectations as a Parent for My Son's
and/or Daughter's Education:

The purpose of Question 3 in Part II of the "Questionnaire for Parents" is to determine how the 21 statements satisfy the expectations of parents for their

progeny. These statements are derived from the goals and objectives of the school system. The results of the general sample population are shown in Table 16.

The parents highly responded with a "Strongly Agree" rating to most of the statements in this question. A higher response was registered for the statement "Addition, improvement, and construction of school buildings." Ninety-five (62.69%) parents responded to this statement, followed by the statement "Discipline code," which received 94 (61.44%) responses. The statement with the lowest response under the "Strongly Agree" rating was "To forecast job opportunities for the next decade with the business sector." Fifty-eight (37.91%) parents selected this statement.

Under the "Agree" rating, the statement with the highest response was "To provide information to the general public through the implementation of a research and information center." Sixty (39.22%) parents selected this statement. Under this same rating, the statement with the lowest response was "Discipline code." Thirty-eight (24.84%) parents selected this statement.

The statements with the lowest response under the "Undecided" rating were: "Whole language approach" (4 parents or 2.61%) and "To provide information to the general public through the implementation of a research and information center" (4 parents or 2.61%).

Table 16

General Response and Percent of the Concepts and Programs
That Satisfy the Parents' Expectations for Their
Son(s) and/or Daughter(s)

Concepts on Programs	Strongly Agree (5)		Agree (4)		Undecided (3)		Disagree (2)		Strongly Disagree (1)		No Response	
	F	%	F	%	F	%	F	%	F	%	F	%
Whole language approach	87	56.86	52	33.99	4	2.61	1	.65	0	--	9	5.88
Developmental learning techniques approach	85	55.56	52	33.99	5	3.27	1	.65	0	--	10	6.54
Socratic method approach	71	46.41	56	36.60	12	7.84	2	1.31	1	.65	11	7.19
Student Center data base	70	45.75	54	35.29	10	6.54	3	1.96	2	1.31	14	9.15
Citywide Parent Planning Council	75	47.06	56	36.60	9	5.88	0	--	2	1.31	14	9.15
To use the computer as a means of instruction in the classroom	78	50.98	51	33.33	12	7.87	0	--	1	.65	11	7.19
Discipline code	94	61.44	38	24.84	7	4.58	0	--	1	.65	13	8.50
To develop an effective work/study program with the business sector	75	49.02	49	32.03	12	7.84	0	--	3	1.96	14	9.15

Continued, next page

Table 16--Continued

Concepts on Programs	Strongly Agree (5)		Agree (4)		Undecided (3)		Disagree (2)		Strongly Disagree (1)		No Response	
	F	%	F	%	F	%	F	%	F	%	F	%
To reduce by 20% the dropout numbers	76	49.67	50	32.68	9	5.88	1	.65	2	1.31	15	9.80
To develop middle school	71	46.41	51	33.33	12	7.84	2	1.31	3	1.96	14	9.15
To encourage minority students to pursue higher education	81	52.94	42	27.45	11	7.19	3	1.96	2	1.31	14	9.15
To develop vocational programs	73	47.71	53	34.64	9	5.23	5	3.27	2	1.31	12	7.84
To forecast job opportunities for the next decade with the business sector	58	37.91	57	37.25	17	11.11	4	2.61	2	1.31	15	9.80
To provide professional development for teachers and administrators	75	49.02	48	31.37	10	6.54	2	1.31	2	1.31	16	10.46
To improve teaching techniques	80	52.29	46	30.07	8	5.23	1	.65	3	1.96	15	9.80

Continued, next page

Table 16--Continued

Concepts on Programs	Strongly Agree (5)		Agree (4)		Undecided (3)		Disagree (2)		Strongly Disagree (1)		No Response	
	F	%	F	%	F	%	F	%	F	%	F	%
To recognize the excellent work of teachers/school personnel	82	53.59	51	33.33	6	3.92	1	.65	2	1.31	11	7.19
- - - - -	-	-	-	-	-	-	-	-	-	-	-	-
To improve the Teacher's effort control through the promotion of the book <u>Among Schoolchildren</u>	81	52.94	48	31.37	10	6.54	2	1.31	0	--	12	7.84
- - - - -	-	-	-	-	-	-	-	-	-	-	-	-
To provide information to the general public through the implementation of a research and information Center	75	49.02	60	39.22	4	2.61	3	1.96	1	.65	10	6.54
- - - - -	-	-	-	-	-	-	-	-	-	-	-	-
Addition, improvement, and construction of school buildings	95	62.69	41	26.80	7	4.58	0	--	1	.65	9	5.88
- - - - -	-	-	-	-	-	-	-	-	-	-	-	-
To establish a group to review the possibility of expanding "parental schools of choice"	81	52.94	48	31.37	9	5.88	2	1.31	1	.65	12	7.84

F = Frequency
 % = Percent of Responses

In the "Disagree" column, the statement with the highest response was "To develop vocational programs." Five (3.27%) parents responded to this statement. The statements that did not get a response from parents under the "Disagree" rating were: "Citywide Parent Planning Council"; "To use the computer as a means of instruction in the classroom"; "Discipline code"; "To develop an effective work/study program with the business sector"; and "Addition, improvement, and construction of school buildings."

The statements "Whole language approach", "Developmental learning technique approach", and "To improve the efforts of teacher control through the promotion of the book Among Schoolchildren" did not get responses from the parents.

Analysis of Question 4: During This Current Year, My Participation in the Development of the Goals and Objectives of the School System Has Been:

Question 4 of Part II was to determine the involvement of participants in the development of the goals and objectives of the school system. The participants had to indicate the level of involvement on a scale that measured from "Very Active" to "No Participation". Question 4 reads: "During this current year, my participation in the development of the goals and objectives of the school system has been:" The level of involvement was presented to the

parents with the following alternatives: "Very Active"; "Active"; "Moderately Active"; "Slightly Active"; and "None".

The results of the general sample population response are shown in Table 17.

Most of the parents who responded to Question 4 stated their participation in the development of the goals and objectives of the school system to be "Slightly Active". This rating was selected by 61 (39.87%) parents. The "Moderately Active" participation alternative was chosen by 25 (16.34%) parents.

The most positive responses were the alternative "Very Active", with 24 (15.09%) parents responding, and "Active", with a total of 14 (9.15%) parents responding. A total of 20 (13.07%) parents admitted to not participating in the development of the goals and objectives of the school system, while 9 (5.88%) parents did not respond to the question.

The responses of the parents to this item showed that only 38 parents were involved in the development of the goals and objectives of the school system, representing 24.25% of all responding parents.

Table 17

Frequency of the General Response and Percent of
the Parents' Participation in the Development
of the Goals and Objectives of the
School System

Level of Involvement	Frequency	Percent
Very Active	24	15.09
Active	14	9.15
Moderately Active	25	16.34
Slightly Active	61	39.87
None	20	13.07
No Response	9	5.88
TOTAL:	153	100.00

Analysis of Question 5: How Do You Feel
About Participating in the Preparation
of the Goals and Objectives of the
School System?

The purpose of Question 5 was to investigate the degree participants were willing to participate in the preparation of the goals and objectives of the school system.

The degree of willingness was measured by the following ratings: "Highly Interested"; "Moderately Interested"; "Slightly Interested"; "Somewhat Interested"; or "Not At All Interested".

Question 5 reads: "How do you feel about participating in the preparation of the goals and objectives of the school system?" The results of the general sample population are shown in Table 18.

The highest responses of the parents revealed that they are "Somewhat Interested" in getting involved in the preparation of the goals and objectives of the school system. Sixty (39.22%) parents chose "Somewhat Interested" as their choice. This was followed by 57 (37.25%) parents who decided to choose the alternative "Not At All Interested" and 22 (14.37%) parents who selected the alternative "Slightly Interested".

The positive alternatives for Question 5 were: "Highly Interested" and "Moderately Interested". The "Highly Interested" alternative was selected by 7 (4.58%) parents as their preference, and the "Moderately Interested"

Table 18

Frequency of the General Response and Percent of
Parent Willingness in the Preparation of the
Goals and Objectives of the School System

Degree of Willingness	Frequency	Percent
Highly Interested	7	4.58
Moderately Interested	5	3.27
Slightly Interested	22	14.37
Somewhat Interested	60	39.22
Not At All Interested	57	37.25
No Response	2	1.31
TOTAL:	153	100.00

alternative was chosen by 5 (3.27%) parents as their choice.

A total of 2 (1.31%) parents did not respond to Question 5.

Part III: Open-Ended Responses

The third section of this questionnaire asked parents to write in any comments or ideas that they have regarding the goals and objectives of the school system. Of the 153 parents who responded to the questionnaire, 49 (32.03%) responded to this section. The answers are analyzed individually.

The range of ideas the parents touched upon covered diverse topics--from giving praise to the school system to a better organized Citywide Parent Planning Council. Within the recommendations given by the parents, the following categories were discussed:

- A. School Bus Transportation
- B. Parental Academic Concerns for the School System
- C. Parent-Teacher Relations
- D. Parents as a Proactive Mode for a Better School System
- E. Professional Development
- F. School Building Security

The following statements were given by the parents who answered the open-ended part of the questionnaire headed by the categories described above:

A. School Bus Transportation

- There is a need for more school buses to transport children.
- To have more school buses moving all over the City.

B. Parental Academic Concerns for the School System

- My concern is regarding the textbooks used in the schools. They are written for a Mexican population making the language used in the books foreign to Puerto Rican children.
- I recommend other programs for the Hispanic students.
- To develop more self-esteem in the Hispanic student, so he or she continues in school.
- My biggest concern is a better approach toward the Special Education Program.
- To have more specialized schools in dealing with different learning levels.
- Different education.
- I recommend students should wear uniforms to go to school for identification purposes.

- To have more opportunities for the Hispanic and Afro-American children.
- To offer more opportunities to pursue higher education for young people, so they can reach their goal in life.
- I consider the City school system has done super progress. Students are learning computers, English, work and student programs; and the faculty are more involved in professional activities.
- I recommend more facilities for dropout students who want to return to school. Perhaps an evening program. More Hispanic teachers.
- I believe the schools should teach more about self-esteem.
- Teach more English in school because the youngsters have the Spanish language at home. This is the reason why a youngster in the bilingual program delayed in the learning of the English language.
- To offer English lessons for parents.
- To keep the Bilingual Program.
- To encourage more writing language and cultural awareness for the Hispanic student.

C. Parent-Teacher Relations

- In order to meet with the teachers, we, the Parents, recommend the school system to provide transportation and child care, so parents can confer with the teacher.
- Teachers and parents should get involved in dealing with juvenile matters.
- Parents must support the school discipline code. Parents must demand a meeting with the teacher at least once a year to discuss academic progress.

D. Parents on a Proactive Mode for a Better School System

- Everything that needs to be done for a better future should be done now.
- I wish the school system to move forward in the preparation of goals and objectives, because they are important to the educational process.
- I agree with the goals and objectives of the school system.
- My hopes are the students feel proud of their school, teachers, and classmates.
- The teaching my daughter received from her teacher was excellent.

- The attention my son received from his teacher was excellent.
- I found there are preparations and coordination of the goals for the school system.
- I wish the goals and objectives of the school system be sent to the parents in English and in Spanish.
- The goals are needed in the school system so students can develop their capacities and reach their future goals.
- A good relationship between principals, teachers, parents, and students must exist in the school so that students may accomplish their goals. Students need the support and affection of the principal.
- There is a need for more teachers, because classrooms are crowded with children and the children learn too little. Teachers have to spend most of their time dealing with discipline.
- I believe the goals and objectives of the school system are important because they will help the student master their basic skills, such as reading, math, spelling, and pronunciation.

- The school system should help the students to share, be more cooperative, and to get acquainted with people.
- The Hispanic student must learn both languages, English and Spanish, so they become fully bilingual.
- To have more competent teachers in the schools who will help boys and girls with their problems.
- The school system should have a discipline code, so the students respect the rules of the school and the teachers.
- There should be more programs in order to increase student interest in school.
- To offer high school counseling for those students who are undecided as to continue a college education.
- Recommend once the goals and objectives are made that a committee of parents be organized in order to study the goals and objectives proposed, so parents can approve or disapprove such projects.
- Parents are interested in being part of a committee to prepare the goals and objectives of the school system.

- I do not agree with the suspension rule in the school. It is not good for students. It encourages more delinquency. I recommend extra work for those students who misbehave--at least one hour of work after school.
- Teacher and students working together.
- Parents should participate more in school matters. There should be more joint activities between parents and students.
- Every time a child misbehaves in the classroom, the teacher should not punish such child. Instead, the teacher should send a letter home explaining the type of behavior displayed by the minor in the classroom. Using this recommendation by the school system, the student will never drop out of school. This idea is for children in grades K through 2.
- I feel the suspension system in the city is not working. If the school system encourages more of the children to get along more, I feel the dropout rate would decrease.
- To continue encouraging our children, neighbors, and friends to stay in school. Thank you all!

- I believe the school system's goals and objectives meet the needs of this community, and also that it is providing an education of excellent quality.
- To implement a new punishment system in the schools different from suspending students.

E. Professional Development

- The teacher should have more access to professional teams in order to help the students develop skills.
- Develop in-service programs for teachers in order to help them be more sensitive to their profession and can perform their job with love and not only for the sake of the money.

F. School Building Security and Construction

- I recommend building more schools.
- If in the following years we do as good as this year (1990), we can keep improving the school system. More supervision is needed around the school building for grades 6-8. Thank you for your concern!
- To increase order and security in the High School. Students are selling drugs, smoking in the bathroom, and fighting with weapons. As a mother, I consider this alarming.

- Schools must have more security to prevent the use or smuggling of drugs in the building.

Summary

In this chapter, the researcher presented data and analysis of the questionnaire returned by 153 Hispanic parents.

The following provides a summary of this chapter. The sample population of parents responding to the questionnaire stated that they knew about or heard of the following goals and objectives of the school system on an "Agree" scale: "Whole language approach"; "Student Center data base"; and "To forecast job opportunities for the next decade with the business sector."

On the other hand, parents indicated on a scale of "Strongly Agree" that the objectives stated above satisfy parental expectations for their children too.

All the parents who responded to the questionnaire agreed on the 21 statements derived from the goals and objectives of the school system for Question 2, which read: "Yes, I know about or have heard of the following ideas and programs described in the goals and objectives of the school system where I live," and for Question 3, which read: "Yes, the following ideas and programs described in the goals and objectives of the school system satisfy my

expectations as a parent for my son's and/or daughter's education."

The statement "Addition, improvement, and construction of school buildings" received a high rating from the parents, as parents heard of or knew about this goal or identified it as a goal that would satisfy their expectations for their children.

Under Question 2, the statement with the least response from the parents on the scale "Strongly Agree" was "To forecast job opportunities for the next decade with the business sector."

The goal of the school system, "A Student Center database", received the least response from the parents under the scale "Strongly Agree" as a means to satisfy parental expectations for their children.

Under the column of "No Response" for the questions regarding how well the parents knew of or heard about the goals and objectives of the school system, the statement with the highest response was "To reduce by 20% the dropout numbers." Fourteen (9.15%) parents did not respond to this statement.

The statement with the highest "No Response" under Question 3, which read: "Yes, the following ideas and programs described in the goals and objectives of the school system satisfy my expectations as a parent for my son's and/or daughter's education," was "To provide

professional development for teachers and administrators."

The high expectations parents have for their children are "To attend school regularly," followed very closely by "To get his/her High School diploma."

Under the statement addressing parental expectations for their son or daughter, the least response under the "Strongly Agree" scale was "To receive the appropriate service from the Special Education Department." Under the "Agree" scale, the statement "To earn money while going to school" got the highest response from parents who responded to the questionnaire.

Of the 153 parents who responded to the "Questionnaire for Parents", 49 (32.02%) answered the "Open-Ended" section.

Within the recommendations given by the parents, the following categories got consideration from the parents. These categories are classified from the higher to the lower response.

1. Parents as a Proactive Mode for a Better School System (24 ideas from parents)
2. Parental Academic Concerns for the School System (16 ideas from parents)
3. Professional Development (4 ideas from parents)

4. School Building Security (4 ideas from parents)
5. Parent-Teacher Relations (3 ideas from parents)
6. School Bus Transportation (2 ideas from parents)

C H A P T E R V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The major purpose of this study was to examine the interrelationship between the goals and objectives of a school system and Hispanic school parents' expectations. Four questions guided this study. These questions were:

- (1) What are the goals and objectives of the school system?
- (2) What are the characteristics of the parents whose children attend these schools?
- (3) What do the parents do to enforce achieving these goals?
- (4) What is the interrelationship between parent expectations and the school system with regard to the achievement of these goals?

In order to implement this study, a questionnaire was devised and administered. A total of 471 questionnaires were randomly distributed to Hispanic parents with children in the following grade levels: K-2, 3-5, 6-8, and 9-12. The number of questionnaires mailed per grade level were as follows: K-2 and 3-5, a total of 266 questionnaires; 6-8, a total of 105 questionnaires; and 9-12, a total of 100 questionnaires.

Of the 471 questionnaires mailed, 41 were returned because the mailing address was no longer correct.

Parents answered and returned a total of 153 questionnaires, representing a student population of 352, which represents 7.82 percent of the Hispanic students enrolled in the school system for the academic year 1989-1990. The student population for the academic year mentioned was 7,551--4,504 of which were Hispanics. The Hispanic population of the school system is 60 percent.

The instrument employed to assess parental attitudes was a Likert rating scale. Parents indicated their preference on various school-related issues. For the purpose of this study, the scales of the test were numbered "1" through "5" with "5" representing the extreme positive position and "1" representing the extreme negative position.

The questionnaire helped answer the questions posed by this study. It contained three main sections:

- Part I:

The purpose of this section was to gather information about age, ethnic origins, education, social and economic level of participants.

- Part II:

This section was divided into five main questions with the purpose to provide

information about parents' expectations, parent participation, and attitude in the preparation of the goals and objectives of the school system.

● Part III:

This section asked parents to write any comments or ideas they had regarding the goals and objectives of the school system as an open-ended section.

From a total of 153 parents who responded to the questionnaire, only 49 (32.03%) answered this section. The recommendations of the parents were grouped into six categories. These categories were:

- (1) Parents as a Proactive Mode for a Better School System (24 ideas from parents were grouped)
- (2) Parental Academic Concerns for the School System (16 ideas from parents were grouped)
- (3) Professional Development (4 ideas from parents were grouped)
- (4) School Building Security (4 ideas from parents were grouped)
- (5) Parent-Teacher Relations (3 ideas from parents were grouped)
- (6) School Bus Transportation (2 ideas from parents were grouped)

Conclusions

Conclusions Resulting from Literature Review

The following conclusions were generated from a review of the literature:

- When families and communities have strong connections with schools, everyone benefits--children, families, teachers, schools, communities, and our democratic society.
- In order to reduce the high level of academic and social failure among poor children in urban schools today, a better connection has to exist between school and community participation.
- A well-structured plan for limited-English-proficient parents can help their children become proficient in second language acquisition.
- Teacher practices concerning parent involvement on student achievement test score results showed students whose teachers were leaders in the use of parent involvement made greater gains in reading achievement than did other students.

- Reliance on the delegation model in public education has created a fundamental gap between families and school.
- There is a need to design teacher training programs in bilingual-bicultural education in order to enhance the approach to the community.
- A norm-based pressure as a tool to be more effective in encouraging low-income parents should be created.
- Teachers can perceive parents as agents that endanger and may destroy the existing authority system over which the teacher has some measure of control.
- Parent participation in a well-structured, well-managed program can help eliminate harmful stereotypes that staff members may harbor about the community served by their school.
- It is through a quality education by which a community can hope to realize the full potential of itself as well as its constituent members.
- Changes in society require that we understand the shifts and make appropriate adaptations.

- Building public confidence in education is fulfilling public expectations.
- Motivation is an important determinant of school performance for Blacks and Hispanics, as well as for Anglo-American children.
- The poor self-image caused by the student's home culture being ignored or rejected by school personnel produces poor learning and ineffective study habits.
- The educational enrollment data for elementary and secondary students show three troublesome trends: (1) Hispanic children enroll in school at rates lower than those for non-Hispanic students; (2) they fall behind their classmates as they progress through; and (3) their attrition rates are higher than those of non-Hispanic students.

Major Conclusions Based on Data Analysis

Hispanic parents should have the opportunity to participate in the decision-making process of developing the goals and objectives of the school system. In this manner, parental expectations can be addressed and taken into account.

Davies (1989) states that well-defined parental participation in school decision-making builds skills that

lead to individual and collective empowerment, important ingredients for effective citizen action in all areas of civic life.

The following conclusions were based on an analysis of data for the four questions guiding this study:

(1) What are the goals and objectives of the school system? It is important to establish the purpose and goals of education in absolute terms because they cannot be defined independently of the culture and institutions of the society in which they function. Education exhibits both the substance and structure of the culture and is basic to both the stability and movement of social institutions. While the process is usually informal and somewhat loose, the establishment of educational goals is, in principle, the difficult task of relating the facts of life to established and ideal values.

The school system goals and objectives are categorized into five main goals. Each main goal has a list of objectives. The goals of the school system are:

- Goal I:

To increase student achievement of basic academic competency by making the academic experience more intense and productive for students and by better serving those students who are unserved and underserved.

- Goal II:

To promote the development of new approaches to increased student attendance and retention until graduation.

- Goal III:

To increase the opportunities for recognition of dedicated and exemplary school staff.

- Goal IV:

To provide quality assurance in education by implementing a research and data center for the Holyoke Public Schools that will allow the Superintendent, Holyoke School Committee, and citizens the opportunity for continuous review, monitoring, and revision of educational programs and services.

- Goal V:

To support, review, and implement the capital school improvement plan for the Holyoke Public Schools. (See Appendix C for the goals and objectives of the school system.)

(2) What are the characteristics of the parents whose children attend these schools? From the 153 parents who responded to the questionnaire, the following characteristics can be stated:

- The predominance of female parent participation was evident in the study.

- The age of parents in the sample population with the highest frequency was between 26-30 years of age.
- The ethnic background of the respondents is Puerto Rican. This ethnic group represented 98.7% of the study's respondents.
- The total of 153 parent respondents have 352 students in the school system. The highest frequency of parents with a child in one grade level corresponded to 62 parents with one child in the grade level 6-8, followed by 60 parents with one child in the grade level K-5. The highest percent of parents with children in all levels at this school system corresponded to parents who have just one child. The less frequent response corresponded to parents with four children in this school system. The school population indicated by parental response to the questionnaire represented 2,656 students for grade level K-5; 1,011 students for grade level 6-8; and 837 students for grade level 9-12, for a total of 4,504 Hispanic students in the school system.
- More than half of the participants in the study indicated having attained from 9-12

years of schooling, representing 53.6%.

Twenty-five parents indicated having schooling of 6-8 years, and 10 reported having K-5 years of formal education. Nine of the parents possessed an Associate's Degree, and seven have Technical or Vocational Diplomas. There are a total of five parent participants in this study who reported having completed a Bachelor's Degree. The lowest of valid percentages was 3 (2.0%) parents who indicated having a Master's Degree.

- The highest annual household income fluctuated in the \$6,000-\$10,000 income range. This is followed by parents with under \$1,000 of income and those with an income of \$16,000-\$20,000.
- The percentage of parents not employed is high. Most parents (114 or 76.5%) are not employed.

(3) What do the parents do to enforce achieving these goals? According to the frequency of the general response and percent of the parents' participation in the development of the goals and objectives of the school system, only 61 (39.87%) parents indicated having a slightly active participation.

(4) What is the interrelationship between parent expectations and the school system with regard to the achievement of these goals? The following goals and objectives of the school system satisfy parental expectations for their son and/or daughter:

- Addition, improvement, and construction of school buildings
- Discipline code
- Whole language approach
- Developmental learning techniques approach
- To recognize the excellent work of teachers/school personnel
- To encourage minority students to pursue higher education
- To establish a group to review the possibility of expanding parental schools of choice
- To improve teaching techniques

Based on the analysis of the data, the following conclusions are formulated by the researcher:

- Goals and objectives of the school system do not take into account Hispanic parents' expectations. This creates a gap between home and school.
- With a student body of 60 percent Hispanic, the school system lacks a comprehensive plan to involve Hispanic parents. It also lacks a

plan for limited English proficient parents to help their children become proficient in their second language acquisition.

- Hispanic parents feel their children must learn both languages, English and Spanish, so they become fully bilingual.
- Parents feel the suspension system is not working. They advocate for a more realistic means of punishment.
- In order to reduce the high level of academic and social failure among Hispanic children in urban schools today, a better connection has to exist between school, home, and community.
- There is a need to design a teacher training program in multicultural education to enhance relations between the school and the community.
- Evening programs for dropout students should be implemented.
- The lack of transportation is an obstacle for Hispanic parents to attend school meetings. School and community agencies should provide or arrange transportation.
- Flexibility in meeting with parents by teachers and administrators before or after the workday will significantly improve their children's educational opportunities.

Recommendations

As a result of this research study, the researcher presents the following recommendations:

- The public schools should be a center for adult education and social services.
- Public schools can offer free English as a Second Language classes to provide a service and goodwill to non-English speakers.
- Support groups should be organized to help parents cope with adolescents and with the personal and family pressures related to parenting.
- Leadership training for parents, students, and school staff, especially at middle schools and the secondary level, should be provided.
- Non-traditional means can be effective in getting information to parents about schools; for example, creating a "Contact Line" in which telephones are answered for 90 minutes each school day on a rotating basis by project staff, social workers, and counselors. Parents talk anonymously if they wish to talk about their concerns.

- Another non-traditional method of getting information to parents is school officials organizing an evening meeting in churches and ethnic clubs, such as a Puerto Rican Social Club, Hispanic-American Club, and others.
- Schools should involve low-income parents to provide volunteer services. Schools should also organize parent-student workshops in which parent volunteers read with, converse with, listen to, and play with small groups of foreign-born children in order to enhance their language.
- The school district should develop a Parent Orientation Program in order to inform the parents who are willing to work in a specific school what the school is trying to teach to their children.
- The district superintendent and community school board should provide strong, written policies in support of parent involvement.
- The superintendent and community school board should require an annual school improvement plan which incorporates ways that parents and the community can be involved and served. This plan should link projects and programs funded by various sources, such as Chapter I,

Title VII, bilingual; special education, drop-out prevention, business partnerships, etc.

- The school system should reflect in the goals and objectives the needs of the community in order to satisfy in a significant way the expectations of its constituents. A recent released document by the National Parent-Teacher Association and Chrysler Corporation (1991) recommended the following goals:
 - A comprehensive parent involvement program in every elementary/secondary school;
 - All children guaranteed a quality education;
 - Conditions that cause children and youth to be at risk recognized, reduced, and eliminated;
 - The needs of the whole child addressed through a comprehensive school program that includes counseling, health, and nutrition services coordinated by the school and appropriate community organizations or government entities;
 - Student-centered school restructuring focused on improving the quality of education for all students;

- Assessment and measurement must provide an accurate, meaningful profile of student achievement;
- Expanded comprehensive child care and preschool programs;
- All adults must be literate to successfully function as citizens and in the workplace;
- Regulations that uphold and enforce basic civil rights protections must be retained, ensure access to and equal opportunity for a public education.

Recommendations for Future Research

The researcher recommends the following topics for future research:

- A study that reaches a more general population, not one only oriented toward a specific ethnic group.
- An expanded study to analyze expectations between school administrators, parents, students, and teachers.
- A study to investigate parents of handicapped children to see if their expectations are met by the school system.

- A study to correlate achievement test scores with students who attend schools with different degrees of parent participation.
- The design of a Parent Involvement Program for a multicultural society.

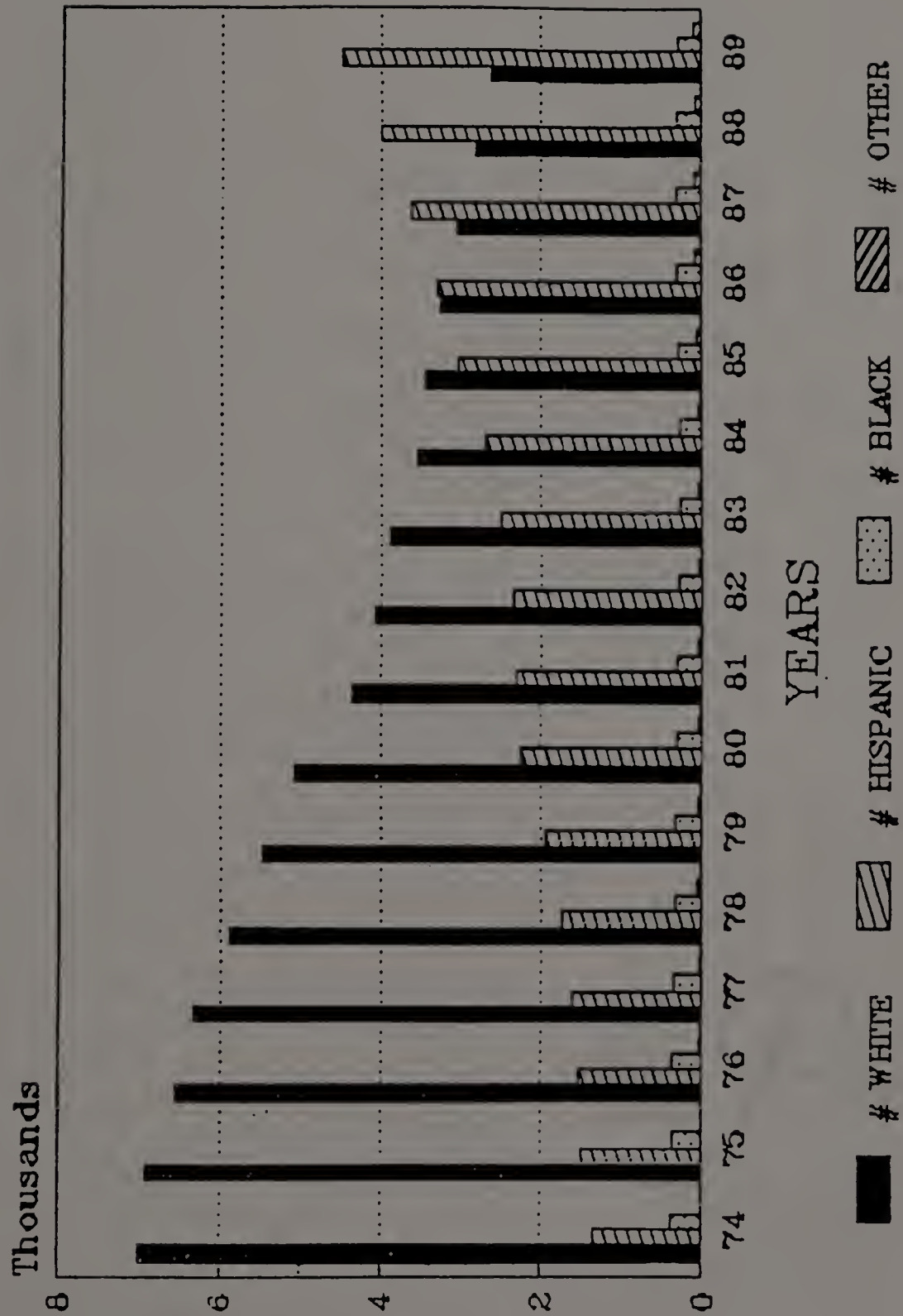
APPENDICES

APPENDIX A:

SCHOOL SYSTEM ENROLLMENT HISTORY
(1983-1989)

SCHOOL SYSTEM ENROLLMENT HISTORY

(OCTOBER 1, 1983 - 1989)



OTHER = Am. Indian + Asian

APPENDIX B:

SCHOOL SYSTEM RACIAL BALANCE REPORT
(1989)

SCHOOL SYSTEM RACIAL BALANCE REPORT
(OCTOBER 1, 1989)

Grade Level	American					Totals
	Indian	Black	Asian	Hispanic	White	
Primary	1 0%	112 5%	40 2%	1546 64%	726 30%	2425
Intermediate	1 0%	53 3%	18 1%	1110 66%	508 30%	1690
Middle	4 0%	72 4%	9 1%	1011 62%	529 33%	1625
Senior High						
School	2 0%	61 3%	25 1%	837 46%	886 49%	1811
TOTAL SYSTEM:	8 0%	298 4%	92 1%	4504 60%	2649 35%	7551

APPENDIX C:

SCHOOL SYSTEM GOALS AND OBJECTIVES
(1989-1990)

SCHOOL SYSTEM GOALS AND OBJECTIVES
(1989-1990)

GOAL I

To increase student achievement of basic academic competency by making the academic experience more intense and productive for students and by better serving those students who are unserved and underserved.

Objectives:

- 1.1 Continue to implement "whole language" teaching techniques in the teaching of reading and English language development in all of our schools, particularly at the primary level.
- 1.2 Continue to implement and support "developmental learning techniques" in the elementary schools of Holyoke, particularly at the elementary level, in order to provide positive self reinforcement to students and to reduce retention rates.
- 1.3 To encourage a more Socratic approach to student interaction with their instructors at the secondary level (9-12).
- 1.4 To develop and establish a data base which will recognize and include an analysis of student achievement, student attendance, dropout, advancement to higher education, health, special education referrals, mainstreaming of students, individual school evaluation, and other data as determined which will provide a strong basis for policy decisions.
- 1.5 To continue to work with all parents and the CWPPC in developing strategies which will directly intervene with helping their children, and the school programs in general.
- 1.6 To establish a clear message of expectations for all students and employees, that quality is expected, and that a greater level of expectation must be established for everyone from Superintendent on down . . . with fewer resources.

- 1.7 To work towards the integrated use of computers in all classrooms (as another instructor), thereby requiring at least one computer in every HPS classroom to supplement the teacher, and the computer labs in (3-12) schools.
- 1.8 To implement the new discipline code for the HPS and the recommendations of the security subcommittee.

GOAL II

To promote the development of new approaches to increased student attendance and retention until graduation.

Objectives:

- 2.1 To work with the Greater Holyoke Chamber of Commerce, Employee Partnership, to develop an effective school-work program, which will enhance student opportunity for lifetime employment, as well as personal enrichment while they work toward their diploma.
- 2.2 To work with the Dropout Subcommittee of the Holyoke School Committee to implement the recommendations and policy concerns as they develop for the purposes of reducing by 20% the HPS "dropout" numbers.
- 2.3 To continue to develop a Middle School student centered approach to learning and to work with the team clusters to plan for expanded clustering in 1990/91, to grades 6 and 8.
- 2.4 To work with area colleges and universities to identify effective recruitment programs which would increase minority student enrollment in higher education, particularly Mount Holyoke, Smith, University of Massachusetts, Holyoke Community College, and Northfield Mt. Hermon.
- 2.5 To develop a medical field options program at Dean in conjunction with area hospitals that will increase medical field vocational offerings for HPS students.
- 2.6 To work with committed local regional area businesses and industries and the Dean Technical School to assess and identify employee needs over the next five years, ten years, etc.

GOAL III

To increase the opportunities for recognition of dedicated and exemplary school staff.

Objectives:

- 3.1 Continue to provide opportunities for Holyoke Public Schools teachers and administrators to participate in regional, state, and national professional seminars.
- 3.2 To identify and provide opportunities for local colleges and universities to work with Holyoke teachers and administrators in an effort to enhance their skills, provide peer interaction, and collegiality.
- 3.3 To assess the "Team Leader" concept at the Middle School as a way of recognizing "professional career advancement opportunity" within the system.
- 3.4 To develop and extend the excellent work done on the "Hall of Fame" to recognize current outstanding professional effort and success.
- 3.5 To develop the concept of "Academies of Excellence" in conjunction with Dan O'Connell's and Sons of Holyoke, to recognize individual accomplishment to excellence.
- 3.6 To establish, through the direct assistance of Monarch Capital, and the Holyoke Partnership, the Holyoke Teacher Center, at the old Dean School, for the purposes of enhancing management of teacher skills in a planned and coherent manner.
- 3.7 To coordinate and enhance the efforts of teacher empowerment and governance through collaboration and promotion of the book Among Schoolchildren, authored by Tracy Kidder, with the direct support of the Holyoke Public Schools and one of its teachers, Christine Zajac.

GOAL IV

To provide quality assurance in education by implementing a research and data center for the HPS that will allow the Superintendent, HSC, and citizens the opportunity for continuous review, monitoring, and revision of educational programs and services.

Objectives:

- 4.1 To develop an action plan that will result in and establish a data/research center for the HPS.
- 4.2 To develop an interactive computerized data base with the capacity to serve both administrative decision making and planning.
- 4.3 To establish a collaborative relationship with the Donahue Institute Office of Research and Information Management in the structuring of the Holyoke Data Center.
- 4.4 To develop at each school and level an evaluation design which will provide accurate and consistent data on the success or failure of school programs within that school. Particular evaluation designs must be established for the evaluation of the Middle Schools, New Dean, (9-12) grade organization, and early childhood programs.

GOAL V

To support, review, and implement the capital school improvement plan for the Holyoke Public Schools.

Objectives:

- 5.1 To monitor the construction of the elementary school additions, and the educational programs to be provided within them.
- 5.2 To continue the planning and proposed construction of the third Middle School, review educational specifications, work with the Mayor's Building Committee, etc.

- 5.3 To establish a Task Force to review the feasibility of expanding "parental schools of choice" to all parents upon the completion of the school additions. This study should review more magnet options, extended day programs, grade organization, and other concerns identified by parents and citizens of the City.

APPENDIX D:

QUESTIONNAIRE FOR PARENTS
(ENGLISH VERSION AND SPANISH VERSION)

QUESTIONNAIRE FOR PARENTS

PART I

DEMOGRAPHIC DATA

Please check (✓) the appropriate response.

1. Sex: _____ Female _____ Male

2. Age:

_____ Under 20 Years Old	_____ 36-40 Years Old
_____ 21-25 Years Old	_____ 41-45 Years Old
_____ 26-30 Years Old	_____ 46 Years and Up
_____ 31-35 Years Old	

3. What is your ethnic background?

_____ Puerto Rican	_____ Central American
_____ Mexican	_____ North American
_____ South American	_____ West Indian
_____ Afro-American	_____ Other

4. How many children do you have in each grade level:

_____ K-5	
_____ 6-8	
_____ 9-12	

5. What is the highest educational level that you have attained?

_____ K-5	
_____ 6-8	
_____ 9-12	
_____ Technical and/or Vocational Diploma	
_____ Associate's Degree	
_____ Bachelor's Degree	
_____ Master's Degree	
_____ Doctoral Degree	
_____ Other (Please Specify: _____)	

6. What is your annual household income:

_____ Under \$1,000	_____ \$15,000-\$20,000
_____ \$1,000-\$5,000	_____ \$20,000-\$25,000
_____ \$5,000-\$10,000	_____ \$25,000-\$30,000
_____ \$10,000-\$15,000	_____ \$30,000 and Up

7. Are you presently employed?

_____ Yes	
_____ No	

PART II

Please place a check mark (✓) in the column that better expresses your feeling regarding each of the following statements.

1. The following statements are my expectations for my son and/or daughter:

- KEY: 5 = Strongly Agree
 4 = Agree
 3 = Undecided
 2 = Disagree
 1 = Strongly Disagree

	5	4	3	2	1
● To earn money while going to school					
● To find a job					
● To pursue higher education					
● To obtain vocational training					
● To learn English					
● To improve his/her Spanish					
● To learn foreign languages other than Spanish and English					
● To get his/her High School diploma					
● To attend school regularly					
● To improve his/her interpersonal relationships					
● To learn computer technology					
● To obtain and maintain optimal health					
● To receive the appropriate service from the Special Education Department					
● To attend a school of his/her choice					
● To recognize teacher's work					
● To establish a stable home environment					
● To travel to other countries					
● To develop artistic talent					

	5	4	3	2	1
● Pursuit of higher education for minority students					
● Develop vocational programs					
● Forecasting job opportunities with the business sector for the next decade					
● Provision of professional development for teachers and administrators					
● Improvement of teaching techniques					
● Recognition of teacher and other school personnel for excellent work					
● Establishment of a Teacher Center					
● Promotion of a teacher's positive image and respect through the book <u>Among Schoolchildren</u>					
● The implementation of a research and information center					
● Improvement and construction of additional school buildings					
● Establishment of a group to review the possibility of expanding "parental schools of choice"					

4. During this current year, my participation in the development of the goals and objectives of the school system has been:

- _____ Very Active
- _____ Active
- _____ Moderately Active
- _____ Slightly Active
- _____ None

5. How do you feel about participating in the preparation of the goals and objectives of the school system?

- _____ Highly Interested
- _____ Moderately Interested
- _____ Slightly Interested
- _____ Somewhat Interested
- _____ Not At All Interested

PART III

Please write any comments or ideas you have regarding the goals and objectives of the school system.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Thank you very much for your help with this research.

CUESTIONARIO A PADRE O ENCARGADO

PRIMERA PARTE
DATOS DEMOGRÁFICOS

Ponga una marca de cotejo (✓) en el espacio seleccionado.

1. Sexo: _____ F _____ M

2. Edad:

_____ Menos de 20 años	_____ 36-40
_____ 21-25	_____ 41-45
_____ 26-30	_____ 46 en adelante
_____ 31-35	

3. Favor de indicar su grupo étnico de origen:

_____ Puertorriqueño/a	_____ Centro Americano/a
_____ Mexicano/a	_____ Norteamericano/a
_____ Suramericano/a	_____ Antillano/a
_____ Afro-Americano/a	_____ Otros

4. Numero de hijos en los siguientes niveles escolares:

_____ K-5
 _____ 6-8
 _____ 9-12

5. Indique grado escolar completado por Usted:

_____ Kindergarden - 5
 _____ 6-8
 _____ 9-12
 _____ 10-12
 _____ Curso Vocacional
 _____ Grado Asociado
 _____ Bachillerato
 _____ Maestria
 _____ Doctorado
 _____ Otro (Favor Especificar: _____)

6. Indique su ingreso anual (Ponga una marca de cotejo en el ingreso total de todos las personas que vivan con Usted):

_____ Menos de \$1,000	_____ \$15,000 a \$20,000
_____ \$1,000 a \$5,000	_____ \$20,000 a \$25,000
_____ \$5,000 a \$10,000	_____ \$25,000 a \$30,000
_____ \$10,000 a \$15,000	_____ \$30,000 en adelante

7. Esta Ud. Empleado:

_____ Si
 _____ No

SEGUNDA PARTE

PREGUNTAS

Instrucciones: Ponga una marca de cotejo (✓) en la columna que mejor exprese su sentir con respecto a cada aseveracion.

1. Las siguientes son las expectativas o aspiraciones que tengo para mi hijo(a):

CLAVE: 5 = altamente de acuerdo
4 = de acuerdo
3 = indeciso
2 = en desacuerdo
1 = altamente en desacuerdo

Yo espero que:

- gane dinero a la vez que estudia
- consiga un empleo
- pueda continuar estudios universitarios .
- adquiera un curso vocacional
- aprenda el inglés
- mejore el español
- aprenda otros idiomas (además del español e inglés)
- finalice su escuela superior
- asista puntualmente a la escuela
- mejore sus relaciones interpersonales .
- aprenda a usar una computadora
- adquiera o mantenga una salud eficiente .
- reciba servicios del Programa educación especial
- asista a una escuela con programas de su interés
- reconozca la labor realizada por sus maestros
- establezca un hogar estable
- visite otros países
- se interese por desarrollar su habilidad en las artes

[illegible]

	5	4	3	2	1
● Adquisición de nuevas destrezas p/maestros					
● Reconocimiento a maestros y a personal ejemplar en el sistema escolar					
● Centro del Maestro (para atender el manejo de la enseñanza en una manera planeada y coherente)					
● Coordinar a levantar la estima y autoridad del maestro a traves de la promoción del libro "Entre los Niños le la Escuela"					
● Evaluación equilibrada que provea información en relación al exito o fracaso de programas escolares					
● Ampliación, mejoramiento y construcción de facilidades escolares					
● Selección de "Escuelas para los Padres" (Donde se atiendan las preocupaciones identificadas por los padres)					

3. ¿Cuáles de estos conceptos cree Usted ayudarán a su hijo(a) a lograr sus expectativas o aspiraciones?

CLAVE: 5 = altamente de acuerdo
 4 = de acuerdo
 3 = indeciso
 2 = en desacuerdo
 1 = altamente en desacuerdo

	5	4	3	2	1
● Lograr la enseñanza del lenguaje en su totalidad (se usa en la enseñanza de la lectura y la escrita promoviendo un contexto social comunicativo).					
● Lograr técnicas para el desarrollo del aprendizaje (donde se promueve el refuerzo positivo a los estudiantes) . . .					
● Lograr el uso del método socrático (donde el maestro hace preguntas y promueve las respuestas y la discusión) .					
● Centro de Información e Investigación . .					
● Consejo Planificador de Padres (CWPPC) . .					

4. Su participación este año en la preparación de las metas y objetivos del sistema Educativo de la Ciudad donde residio ha sido:

- _____ Mucha
- _____ Regular
- _____ Ocasionalmente
- _____ Rara Vez
- _____ Ninguna

5. En relación a participar en la preparación de las metas y objetivos del Sistema Educativo, Usted se encuentra:

- _____ Muy Interesado
- _____ Interesado
- _____ Algo Interesado
- _____ Poco Interesado
- _____ No Interesado

TERCERA PARTE

RECOMENDACIONES

Instrucciones: Favor de escribir sus comentarios e ideas con respecto a las metas y objetivos del sistema escolar.

1. Recomendaciones para ser considerados en las metas y objetivos del Sistema Escolar de Holyoke.

Muchísimas gracias por su ayuda en este trabajo.

APPENDIX E:

LETTER TO THE SUPERINTENDENT OF SCHOOLS
REQUESTING PERMISSION TO CONDUCT
RESEARCH IN THE SCHOOL SYSTEM

Mr. George Counter
Superintendent of Schools
Holyoke Public Schools
98 Suffolk Street
Holyoke, Massachusetts 01040

Dear Mr. Counter:

I am presently working on my doctoral dissertation at the School of Education, University of Massachusetts at Amherst. This letter is to request permission to conduct research within the school system to be used in my study. The study will examine the interrelationship between the goals and objectives of the school system and the expectations of Hispanic parents.

This information will be kept completely confidential. Parental involvement in the creation of goals and objectives will be measured.

The study will identify how well Hispanic parents know the goals and objectives of the school system; and how relevant the goals and objectives of the school system are to the expectations of Hispanic parents with children in public schools.

It is hoped that this study may be utilized by the School Department in the future.

At this time, I would like to express my sincere appreciation for your efforts and attention on my behalf.

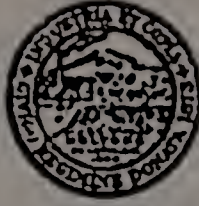
I look forward to hearing from you in the near future.

Yours truly,

Jose H. Irizarry

APPENDIX F:

LETTER OF APPROVAL FROM THE SUPERINTENDENT
OF SCHOOLS TO CONDUCT RESEARCH
IN THE SCHOOL SYSTEM



CITY OF HOLYOKE

MASSACHUSETTS
ZIP CODE 01040-4499

GEORGE W. COUNTER
Superintendent

HOLYOKE PUBLIC SCHOOLS
98 Suffolk Street
Tel. (413) 534-2005

June 6, 1990

Mr. Jose Irizarry
Reck Middle School
Holyoke, Massachusetts 01040

Dear Mr. Irizarry: *Jose*

The survey request you have developed is granted with the understanding that the attached policy guidelines are followed.

If there is any problem, please contact my office.

Very truly yours,

GC
George W. Counter
Superintendent of Schools

GWC/kh

POLICY STATEMENT

The Holyoke Public Schools supports and recognizes the need to provide assistance and cooperation in the collection of survey data on the public schools of Holyoke and its students. However, it also has a legal obligation to protect the anonymity of its students, and to project the Holyoke Public Schools in a positive light wherever possible.

ADMINISTRATIVE RESPONSIBILITIES

The Superintendent will bring all private requests to survey students, teachers, employees of the Holyoke Public Schools to the Holyoke School Committee for their approval after they have been initially screened. It is understood that state requests will be approved in accordance to the appropriate legislation.

Such surveys when presented to the Holyoke School Committee will indicate the purpose, target audience, method of administering, length of time, and other pertinent data.

PRINCIPAL

1. Principals will provide the necessary time to administer the survey.
2. Disruption to the normal school day will be kept to a minimum.
3. No teacher will be required to administer any survey or provide information to a survey unless so directed by the Holyoke School Committee. All surveys unless so indicated will be considered voluntary on the part of the employees.

OUTSIDE SURVEYING PARTY

1. Must provide a copy of the survey to the Superintendent prior to bringing it to a school.
2. Must agree to maintain the anonymity of the school district and the students.
3. Must agree to share the result of the survey with the Holyoke School Committee prior to any press releases.

HOLYOKE PUBLIC SCHOOLS
Holyoke, Massachusetts

MEMORANDUM OF AGREEMENT

The Holyoke School Committee grants permission for Jose Quizar to administer a (survey - test) in the Holyoke Public Schools. This permission is granted with the following understanding:

- a. Classroom disruption to instructional time will be kept to a minimum.
- b. Teachers will voluntarily participate in the distribution and collection of the surveys, tests, etc. Copies of all surveys will be provided to the Holyoke Teachers Association.
- c. No costs will be incurred by the school district for duplication, translation, summarizing etc.
- d. The anonymity of students and the school district will be maintained.
- e. Final reports will be provided to the Holyoke School Committee through the Superintendent prior to being released to the press, or other publications or journals.

G. George Countel
Signature
6/4/90
Date

PROPOSAL FOR RESEARCH OR STUDY IN THE HOLYOKE PUBLIC SCHOOLS

Date: May 16, 1990

To: Mr. George Counter
Superintendent

From: José H. Irizarry Telephone: 534-2040 Address: Peck School
Proponent's Name Home: 734-3559
Address: 170 Eddy Street
University of Massachusetts Springfield, MA 01104
Associated Agency

I. Proposal Overview: (Brief description of problem or objectives of the proposed research. Use additional sheet if necessary.)

This study will examine the interrelationship between the goals and objectives of a school system and Hispanic parents' expectations. In order to implement this study, a questionnaire will be devised and administered to Hispanic parents. Parents will be randomly selected from three levels: Elementary (K-5), Middle (6-8), High and Vocational (9-12). No children will be involved in this study.

II. Schools and Persons to be involved:

Four schools representing different levels--elementary, middle, and secondary. Need of Hispanic parents list from each of the levels under study. A total of 100 samples will be significant for the study.

III. Anticipated Procedures to be used:

<u>Procedures in Sequence</u>	:	<u>Time Involvement of Students and/or Staff</u>
Random selection of parents.	:	
Distribute questionnaire to selected individuals.	:	Three weeks.
Collect information.	:	
Analyze data.	:	

IV. List and explain questionnaires or testing instruments to be used (attach samples).

Copies of questionnaire in Spanish and English are attached.

V. Time Schedule:

a. To begin project: May 21, 1990
b. To terminate project: June 21, 1990
c. Date need approval: _____

APPENDIX G:

LETTER TO PARENTS REQUESTING PARTICIPATION
IN THE RESEARCH STUDY
(ENGLISH VERSION AND SPANISH VERSION)

Dear Parent:

I am presently working on my doctoral dissertation at the School of Education, University of Massachusetts at Amherst.

I would like to invite you to participate in a research project that I am conducting.

The information received from your response will be used in my dissertation, entitled "The Interrelationship Between the Goals and Objectives of a School System and Hispanic Parents' Expectations Within a Small, Urban Industrial City in Western Massachusetts."

This study will identify:

- How well Hispanic parents know the goals and objectives of the school system.
- How relevant the goals and objectives of the school system are to the expectations of Hispanic parents with children in public schools.

All information will be handled with confidentiality and anonymity. Participating individuals will not be identified.

Please complete the attached questionnaire and return it in the enclosed self-addressed envelope.

Thank you in advance for your cooperation.

Sincerely,

Jose H. Irizarry

Estimados Padres:

El propósito de esta carta es para informarle que estoy trabajando en mi tesis doctoral para la Universidad de Massachusetts en Amherst.

Solicito su participación en el estudio que estoy realizando. La información que usted me brinde sera usada en la tesis titulada "La Interrelacion Entre Las Metas Y Objetivos De Un Sistema Escolar Y Las Aspiraciones De Los Padres Hispanos En Una Ciudad Industrial En El Oeste De Massachusetts."

El estudio tiene como propósito investigar si los padres Hispanos conocen las metas y objetivos del sistema escolar; y si esas metas y objetivos van de acuerdo a las aspiraciones de los padres para sus hijos(a).

Toda información que usted ofrezca es confidencial y se mantendrá en anonimato. No se identificarán las personas que participen en este estudio.

Favor de llenar el cuestionario que aparece adjunto y regreselo en el sobre pre-dirigido.

Gracias anticipadas por su cooperación.

Sinceramente,

José H. Irizarry

APPENDIX H:

DATA ON NUMBER OF QUESTIONNAIRES SENT TO
HISPANIC PARENTS AND NUMBER OF
CHILDREN IN GRADE LEVELS BY
PARENTAL RESPONSE

Data on Number of Questionnaires Sent to Hispanic Parents
and Number of Children in Grade Levels
by Parental Response

School Level	Questionnaires Sent	Number of Children by Parental Response	Percentage of Hispanic Students Represented
K-5	266	180	4.00
6-8	105	110	2.44
9-12	100	62	1.38
TOTAL:	471	352	7.82

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